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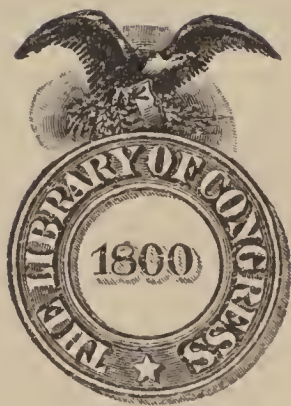
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# VOCATIONAL EDUCATION

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## REPORT

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OF THE

### COMMITTEE ON AGRICULTURE AND FORESTRY UNITED STATES SENATE

SIXTY-SECOND CONGRESS

ON

### SENATE BILL 3

A BILL TO COOPERATE WITH THE STATES IN ENCOURAGING INSTRUCTION IN AGRICULTURE, THE TRADES AND INDUSTRIES, AND HOME ECONOMICS IN SECONDARY SCHOOLS; IN MAINTAINING INSTRUCTION IN THESE VOCATIONAL SUBJECTS IN STATE NORMAL SCHOOLS; IN MAINTAINING EXTENSION DEPARTMENTS IN STATE COLLEGES OF AGRICULTURE AND MECHANIC ARTS; AND TO APPROPRIATE MONEY AND REGULATE ITS EXPENDITURE

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Printed for the use of the Committee on Agriculture and Forestry

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COMMITTEE ON AGRICULTURE AND FORESTRY,

UNITED STATES SENATE.

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# Calendar No. 348.

62D CONGRESS,  
2d Session.

SENATE.

REPORT  
No. 405.

## VOCATIONAL EDUCATION.

FEBRUARY 26, 1912.—Ordered to be printed.

Mr. PAGE, from the Committee on Agriculture and Forestry, submitted the following

### REPORT.

[To accompany S. 3.]

The Committee on Agriculture and Forestry, having had under consideration the bill (S. 3) to cooperate with the States in encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools; in maintaining instruction in these vocational subjects in State normal schools; in maintaining extension departments in State colleges of agriculture and mechanic arts; and to appropriate money and regulate its expenditure, reports the same favorably with amendments, and as amended recommend that the bill do pass.

The bill as amended by this committee may be found at page 69 of this report.

The report of the subcommittee to whom the bill was referred, containing as it does the results of a somewhat extended correspondence with superintendents of public instruction and others directly interested in educational work along agricultural and industrial lines, is appended hereto and made a part of this report.

The report of the subcommittee is as follows:

*To the Committee on Agriculture and Forestry:*

On the 14th day of August, 1911, your committee, having under consideration Senate bill 3, viz, "A bill to cooperate with the States in encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools; in maintaining instruc-

tion in these vocational subjects in State normal schools; in maintaining extension departments in State colleges of agriculture and mechanic arts; and to appropriate money and regulate its expenditure,"

*"Resolved*, That Senator Page, as a subcommittee of one, be instructed to correspond with leading educators and others interested in the purposes of the proposed measure, and to report to the full committee the result of his investigation, and to submit a bill amended to conform to the suggestions he may receive from such correspondence or any he might have to make.

"And that the committee approves the general purposes of the bill."

In conformity with these resolutions, letters were written to the State superintendents of public instruction in every State, inviting a careful examination and criticism of the bill and requesting such suggestions as to amendments as would, in their judgment, perfect the bill and make it articulate with the school laws and school conditions of the several States.

Letters were also written to a large number of prominent educators in every section of the Union, inclosing a copy of the bill and asking their advice as to amendments which would perfect or improve the measure.

The response to these letters was quite general. In a very large majority of the replies the indorsements of the measure were unqualified and in many cases enthusiastic. Wherever local conditions seemed to demand amendments they were suggested, and only from a very few States were replies received which indicated disapproval of the general purposes of the bill.

Letters asking for suggestions of amendments were addressed not only to State superintendents of public instruction, but to the governors of the several States, to the heads of State agricultural colleges, and to men of known prominence in educational affairs in various walks of life, including editors of newspapers devoted to the trades and industries.

Replies were received from every State in the Union, except Wyoming.

With less than a half dozen exceptions, the replies received from State superintendents of public instruction were favorable—most of



them enthusiastically so. A few were qualifiedly favorable, but suggested changes in the administrative features or in some of the less important details. Only two were unqualifiedly opposed to the bill.

A symposium giving brief extracts from letters received is herewith submitted and made a part of this report. Some of the opinions expressed at public hearings had before the Committee on Agriculture and Forestry in 1910 are also included.

Senators are earnestly urged to read the views of these educators as given in the symposium. Inasmuch as this matter was obtained pursuant to the committee's instructions, it was deemed proper to make it a part of its report. This symposium is replete with facts vital to a proper consideration of this great educational and industrial problem, and no one can read it without reaching the conclusion that public sentiment is thoroughly aroused to the necessity of the passage of this or similar legislation and that the General Government must proceed to blaze the trail in this matter or our progress along these all-important educational lines will be spasmodic, disjointed, ineffective, and extravagant.

Numerous organizations and associations throughout the country, having for their object the betterment of educational conditions, have placed their seal of approval upon this measure by adopting resolutions giving the bill practically unqualified indorsement. That the committee may be advised of the state of public sentiment as shown by these resolutions, it has been thought best to incorporate them in this report.

That this proposed legislation transcends all political lines is shown by the following quotations from President Taft, ex-President Roosevelt, Gov. Harmon, and the platform of the Democratic Party.

President Taft, in an address delivered by him at Kansas City September 25 last, says:

"The welfare of the people is so dependent on improved agricultural conditions that it seems wise to use the welfare clause of the Constitution to authorize the expenditure of money for improvement in agricultural education, and leave to the States and to private enterprise general and other vocational education."

Ex-President Roosevelt says:

"The passage of this bill would merely be putting into effect that cardinal American doctrine of furnishing a reasonable equality of opportunity of education and chance of develop-

ment to all our children, wherever they live and whatever may be their station in life. Such a Federal cooperation in technical education will help in many ways. It will mean much for country life, for the life of the family farm, for the life of those city workers who seek landed homes in the country near the city in which they work. It will mean much along the lines of the great policy of the conservation of the natural resources of our land. Finally, it will mean much to the nation of the future, because it will represent the effort to give exact justice and an equal opportunity for development to each of the boys and girls who in the future are to make up the Nation.

“Industrial training, training which will fit a girl to do work in the home, which will fit a boy to work in the shop if in a city, to work on a farm if in the country, is the most important of all training aside from that which develops character, and it is a grave reproach to us as a nation that we have permitted our training to lead the children away from the farm and shop instead of toward them.

“The school system should be aimed primarily to fit the scholar for actual life rather than for a university.

“I thoroughly believe that our people approve of the higher education, but I also believe that they are growing more and more to demand a reform in secondary schools which should fit the ordinary scholar for the actual work in life.

“I believe that the National Government should take an active part in securing better educational methods, in accordance with some such system as that outlined in the bill.

“It is not my place to speak of the details of such a bill, but in a general way I feel that the Nation should, by making appropriations, put a premium upon industrial and especially agricultural training in the State schools, the States themselves being required in these schools to contribute what is necessary for the ordinary training.

\*            \*            \*            \*            \*            \*

“All this simply means that the Nation ought to cooperate with the State to help the people help themselves through better educational facilities, the schools being left wholly and directly under the control of the people through their local authorities, but suggestions and general oversight, as well as improvement being supplied by the experts employed by the Nation.”



Gov. Harmon, in an article on "Back to the Land," says:

"The average yield of all farm products in this great agricultural country is not creditable. She makes a poor showing in comparison with other nations, poorer in that than in any other industry.

"The figures in the reports taken from the official records of Germany, England, France, and the Netherlands show that they raise from two to two and a half and three times more of all sorts of products to the acre than we do, and they have no better soil and no better climate. God has not smiled more brightly on any other land than ours.

"We have the soil, we have the rainfall, we have the climate. You can trust nature to produce if you give nature the chance. And yet, while all other lines of our industries have received a great impetus from intelligent thought, agriculture seems to have been largely passed by. Too widely the idea prevails that all a man has to do is to scratch the ground, throw some seed into it, plow once in a while, and trust the Lord to do the rest.

"The most productive thing is practical intelligence properly applied, and this must be done in agriculture as well as anything else.

"What is the reason that the little country of France, which is not as big as one State in the American Union, could pay that enormous war indemnity to Germany, which everybody thought would break her up, and in 20 or 25 years after be the great creditor nation that she is to-day?

"They have 45,000 agricultural schools in France, every one of them with a little plat around it, where they not merely teach boys out of books but send them to the field to learn what must be done to make things grow under the smile of God; and the result is that France is the greatest producer and the greatest creditor nation in the world to-day, while we are just beginning to wake up in this country."

The Democratic national convention, held at Denver in 1908, incorporated into its platform the following plank:

"The Democratic Party favors the extension of agricultural, mechanical, and industrial education. We therefore favor the establishment of district agricultural experiment stations and

secondary agricultural and mechanical colleges in the several States."

That associations standing for the welfare of the laboring man are agreed as to the advisability of this legislation is shown by the following utterances of the National Association of Manufacturers on the one hand and the American Federation of Labor on the other.

The National Association of Manufacturers at its sixteenth annual meeting, held in New York City May 15, 16, and 17, 1911, resolved:

"That this association earnestly devote itself, with reasonable outlay of funds, to the promotion of industrial education, to the end that such education may be made available, as soon as possible, to every child who needs it.

"*Resolved*, That we favor the establishment in every community of continuation schools wherein the children of 14 to 18 years of age, now in the industries, shall be instructed in the science and art of their respective industries and in citizenship."

The American Federation of Labor, speaking through its president, Samuel Gompers, says:

"Under this proposed law the Federal Government, the States, and the local communities would be united in a cooperative movement to place within the reach of every boy and girl in the country the opportunity of securing both a general and a vocational education. The public high schools, which are mainly in our cities, would receive \$5,000,000 and the 300 to 400 agricultural high schools distributed throughout the farming regions \$4,000,000. Probably one-third the total sum appropriated would be used for the mechanical trades and industries, one-third for instruction of girls in home making, and one-third for agriculture. The \$1,000,000 proposed in this bill for State normal schools is in addition to the \$1,000,000 provided by the Nelson amendment of 1907 for use by the State colleges in the preparation of teachers of industrial subjects, provision thus being made to teach the teachers.

"The prosperity of a nation depends upon its industrial and commercial success, and in respect to these, success depends upon the training and intelligence of its citizens. It is therefore plainly evident that a national educational system determines its destiny.



“The compilation of statistics relating to the period of school attendance by the young of the country, the study of these statistics, and the result of the limited attendance of so large a proportion of the school population which they have disclosed, have attracted the attention not only of men engaged in educational effort but the people generally. The fact that so large a proportion of the boys in the United States are leaving school at or before the completion of an elementary course of instruction, that the major portion of them are subsequently to earn a living by the work of their hands, that at an early age they seek employment largely in unskilled industries because they are fitted for nothing better and because they are too young to enter upon the work of apprentices, even were that possible, and that the prospects of emergence from unskilled to skilled industries is so small, is attracting attention to the problem and demanding solution.”

It is probably true that there is no class of our people more earnest in their demands for this bill than the farmers. So far as known, they are absolutely unanimous in urging its passage. Among the recognized mouthpieces of the farmers, speaking as a body, is the National Grange, which, at its last meeting, in Columbus, Ohio, passed the following resolution:

“*Resolved*, That the National Grange in forty-fifth annual session assembled does hereby indorse the Page bill, Senate bill 3, to provide for vocational education in secondary schools, the training of teachers for these schools, agricultural extension, and agricultural demonstration.”

The International Dry Farming Congress, at its annual gathering at Colorado Springs, October 16-20, 1911, unanimously adopted the following resolutions:

“This congress reiterates the conviction voiced by former congresses in favor of financial Federal aid for rural education and agricultural extension, the same to be expended exclusively by the several States in the interests of agriculture, home economics, and the mechanic arts, and for preparing teachers for the same, and, as far as possible, to make use of the organizations now established in the several States. This congress urges upon its members that they use all legitimate



influence to the end that the coming session of the Congress of the United States may witness the enactment into law of a comprehensive plan for agricultural and vocational education and training in the common and high schools.

“Realizing that the results of agricultural education during the past two decades have demonstrated the equal importance of the education of the farm women along parallel lines with the education of the farmer, and also realizing that the carrying forward of agricultural propaganda, in so far as it relates to the establishment of happy, contented homes on all farms; and also realizing that home economics is greatly in need of experimental data for the systematizing of its field, this congress heartily indorses the bill now pending before the United States Senate which provides for a permanent annual appropriation to each State experiment station for the purpose of conducting original or confirmatory experiments dealing with the whole field of home economics, and requests our respective Senators and Representatives to urge this bill for early passage.”

The American Education and Cooperative Farmers' Union, at a joint meeting in St. Louis with the American Society of Equity, the two jointly representing several million farmers, passed a resolution approving the provisions of the vocational educational bill, and earnestly urged the Members of the United States Senate and House of Representatives to favor the bill.

While we recognize the fact that industrial and agricultural education is a subject in which federations of labor, associations of manufacturers, the National Grange, and other organizations of like character are deeply interested, it is probably true that men whose lives are devoted to educational work are best qualified to speak upon a measure dealing with education. The following are some of the more important resolutions adopted by national educational associations:

The National Educational Association at its convention held in Boston July 7, 1910, by a unanimous vote of the active members in session at that time, resolved—

“That while the members of this association are of the opinion that the old courses of study, which had as their chief object the giving of culture to the individual and of transmitting to

him the best ideas and ideals of the past, should in no manner be weakened, we nevertheless, very sincerely indorse the movement to make the courses of study offered in our schools more democratic, that they may meet the conditions of our modern commercial and industrial life. However, to meet adequately these new demands imposed upon the schools of the country additional financial responsibilities, and this association appeals to the Nation and to the States for more liberal appropriations for educational purposes in order that this additional work in agriculture, in the trades and industries, and home economics may be effectively undertaken."

At a meeting of leading educators gathered at Washington from different sections of the country December 14, 15, and 16, 1911—a meeting attended by men of national reputation in educational matters—the following resolution was unanimously adopted:

*"Resolved*, That the conference of friends of vocational education assembled in Washington December 14, 1911, select a committee on ways and means whose duty it shall be to further the interests of the Page bill, Senate bill 3, and to work for its successful passage."

At the recent International Congress of Farm Women, held at Colorado Springs, Colo., the following resolution was adopted:

*"Resolved*, That this congress indorses the vocational education bill now pending in the Congress of the United States whereby the States and Nation may combine in a comprehensive plan of effective vocational training in secondary schools, through which the rural elementary school may be benefited."

At a recent meeting of the Southern Educational Association held at Houston, Tex., the association adopted a series of resolutions demanding that—

"agricultural education should have its rightful place in the instruction of the rural population, and we heartily commend the efforts of the many agencies now at work to give training in this and allied subjects to the children in the rural districts"—and indorsed unqualifiedly the—

"bill introduced anew in the United States Senate by Senator Page as a measure calculated to promote most effectually and practically the secondary industrial training of both races."



The National Committee on Agricultural Education, representing the departments of public instruction and the normal schools of the several States, through its chairman, H. H. Seerley, president of the Iowa State College, says:

“We take pleasure in tendering you our cooperation and most efficient service to keep the matter before the country in the fields of education where we have influence. We sincerely hope the measure may become law at an early date and that the progress of practical education may be thereby greatly advanced.”

H. H. Seerley, president Iowa State Teachers' College, Cedar Falls, Iowa, writes:

“I take pleasure in informing you that at the recent meeting of the American agricultural colleges and experiment stations held in Columbus, Ohio, the educators present voted unanimously in favor of legislation providing for Federal aid in instruction in the public and secondary schools in agriculture, home economics, and the trades and industries, including manual training, and for the education and professional training of teachers for these schools in the several States, the plan proposed providing legislation for these schools in these States and leaving further details for the action of State legislatures.”

At a meeting of the department of superintendence of the National Educational Association, held at Indianapolis, a resolution was passed that—

“We favor the encouragement of agricultural education by National and State assistance.”

The National League of Industrial Education, through its president, Mr. Herbert Myrick, editor of the *Orange Judd weeklies*, of Springfield, Mass., gives to the measure the following most enthusiastic indorsement:

“The proposed plan of vocational education has been my special pride ever since it was suggested. I believe it will do more for the welfare of each and every section of the United States than any one measure now pending. Each dollar wisely expended under this bill will do more for the American people than each ten dollars or even each one hundred dollars spent on the Army and Navy.”



Perhaps one of the most spirited and interesting hearings devoted to educational matters was the one above referred to, held at Washington, December 14, 15, and 16 last. It was attended not only by those who were friendly to the measure, but by several who were opposed to some of the administrative and other minor features of the bill, among them being Dr. Thompson, president of the Ohio State University, and Dean Russell, of the University of Wisconsin.

The sessions lasted three days, and at the close of the second day's proceedings a committee of seven, including Dr. Thompson and Dean Russell, was appointed to take up the bill, section by section, in an endeavor to see if the measure could be so amended and perfected as to eliminate its objectionable features.

The other members of this committee were Hon. Coe I. Crawford, United States Senator from South Dakota; G. G. Dawe, managing director of the Southern Commercial Congress; Willet M. Hays, Assistant Secretary of Agriculture; Dr. P. P. Claxton, our newly appointed Commissioner of Education; and Dr. J. H. Connell, president of the Oklahoma State Agricultural and Mechanical College. This committee gave to the bill several hours of faithful consideration.

It would be a misstatement to say that the bill came forth from that committee in a form entirely satisfactory to all of its members, but it was so far satisfactory that when it was reported to the full meeting on the following day the resolution above quoted, authorizing the appointment of a committee to cooperate in the work of promoting the passage of the Page bill, was adopted without a dissenting voice.

This committee of seven to whom reference was made was unanimous in the opinion that so far as possible the bill should articulate with the school laws of the several States, and that in every case it should be optional with the States to avail themselves of as many features of the bill as were found to dovetail with the educational laws of the several States, whether it be in one or all of the directions indicated by the bill.

In conformity with this view, the committee was unanimously of the opinion that the bill should be amended by inserting the following proviso:

*“And provided further, That any State or Territory may accept any one or more of the respective funds hereby appropriated to*

it, and may defer the acceptance of any one or more of such funds, and shall be required to meet only those conditions imposed in relation to those funds which it has accepted."

It will thus be seen that it is entirely optional on the part of any State whether it shall or shall not avail itself of the benefits of this act, either wholly or in part.

Again, on the other hand, the leading thought of the bill has not for one moment been lost sight of, to wit: That this measure is to stimulate and encourage education along industrial and agricultural lines and the line of home economics; and after a State has made the proper preparation in the way of providing the required buildings and farm lands to enable it to take advantage of the act, it must then, in addition, appropriate at least as much for these educational purposes as is contributed by the Federal Government.

To meet this view of the bill, the following amendment was proposed and unanimously agreed to, to wit: At the end of section 6 add, "and from and after the fiscal year ending June thirtieth, nineteen hundred and sixteen, there shall in no case be allotted, under the terms of this act, to any school, college, course of study, or for any other purpose contemplated by this act, more money than is supplied therefor by the State."

While the bill has been made as elastic as possible, to the end that its provisions may conform to the educational conditions in the several States as perfectly as is practicable, nevertheless the utmost care has been taken to see that the funds appropriated by this act shall not be diverted to the general educational work of the several States, nor be used for the purchase or rental of either land or buildings. It is thought that this feature of the bill is satisfactorily safeguarded by the following provision:

"That all the States, Territories, and the District of Columbia accepting these funds shall provide other funds with which to pay the cost of providing the necessary lands and buildings, and to pay the cost of all instruction in secondary schools, normal schools, and agricultural and mechanical colleges in such other and general studies as shall complete well-rounded courses, as provided in this act, the main purposes of which are to give vocational as well as general preparation for agriculture, the trades and industries, and home making, and for the preparation of teachers in



these subjects suited to the needs of the respective sections and communities of the United States."

The bill contemplates night courses of instruction for those boys and girls who, after reaching the seventh or eighth grade in the grammar school, and before reaching the age when they enter their apprenticeships or take up a life work, are compelled to become breadwinners for the family. The language of the provision having this purpose in view is as follows:

*"Provided, That shorter courses shall be included in the respective secondary schools for persons permanently engaged in or experienced in agricultural, industrial, or home-making vocations; and continuation courses shall be included for persons, not necessarily graduated from elementary schools, who need opportunities offered by short or night vocational courses in the trades and industries, or in home making, or in agriculture; and instruction in these subjects in the upper elementary school grades may be included."*

The discussion which took place at the meeting December 14-16, above referred to, brought out the fact that a large majority of the States will be unable to immediately avail themselves of the benefits of the larger appropriations under this bill, because of the fact that they lack properly equipped teachers. It was therefore deemed best to amend the bill by making the year ending June 30, 1916, rather than that ending June 30, 1915, the first year to which the larger appropriations should apply and be made available, and this later date—1916—is therefore named in the bill as amended.

This change will not only give the States ample time to prepare for the education of teachers, but it gives them ample opportunity to enact any legislation which may seem to be necessary to make the State laws harmonize with the national law; and it hardly need be said that if during the next three years it should be found that any minor changes not affecting the fundamental principles of the bill are desirable the National Congress will be quick to correct any defects which are discovered.

This extension of the time within which the main appropriations of the bill are to be made available—from 1915 to 1916—is unquestionably wise under any view of the matter, but particularly so on account of the present condition of our national finances.



### What the bill appropriates:

First. For the annual expense of administration, commencing with the fiscal year ending June 30, 1913, and annually thereafter.....	\$70, 000
Second. For the education of teachers for the fiscal year ending June 30, 1913, and annually thereafter.....	1, 492, 000
Third. For extension work, so-called, \$500,000 for the fiscal year ending June 30, 1913, increasing this sum by \$300,000 annually until 1921, when it reaches the maximum sum (which is thereafter annually appropriated) of.....	2, 900, 000
Fourth. For the maintenance of instruction in the trades and industries, home economics, and agriculture in the public schools of secondary grade for the fiscal year ending June 30, 1916, and annually thereafter..	5, 000, 000
Fifth. For the maintenance of instruction in agriculture and home economics in State district agricultural schools for the fiscal year ending June 30, 1916, and annually thereafter.....	4, 000, 000
Sixth. For the maintenance of branch field test and breeding stations to be located at the agricultural high schools provided for by this bill for the fiscal year ending June 30, 1916, and annually thereafter.....	1, 000, 000
<hr/>	
Making the maximum expenditure in 1921 and annually thereafter, provided every State shall avail itself of every appropriation made by the bill.....	14, 462, 000

This maximum sum involves an annual cost of less than 14 cents per capita of our population.

It is claimed—and there are probably some grounds for the claim—that Germany is distancing the United States in the race for commercial supremacy. Men who have studied this problem thoroughly are of the opinion that this condition, if it exists, is largely the result of the better educational advantages, along industrial lines, which that nation provides for her boys. Germany gives to her boys, who because of the fact that they must at the age of 14 and after they have passed from the grammar grades become breadwinners, what is known as continuation courses of study. She examines into the mental and physical condition of these boys, their idiosyncrasies and characteristics, and furnishes them the advantages of the continuation courses of study suggested by such examinations.

The American people have for a century been deceiving themselves with the idea that they were becoming vastly wealthy, whereas the facts are that the wealth was here a hundred years ago in our own virgin forests, our farm lands of practically inestimable worth, our mines, and our quarries. We have been exploiting that wealth and,

so far as our farms are concerned, we have been capitalizing our fertilization, until to-day we have in many sections of our country exhausted the productivity of our soil.

It is not a question of whether we ought or ought not to teach the rising generation of farmers methods by which this depletion of our soils may be checked. We must do it, or the 150,000,000 people who, under ordinary conditions, will occupy this land 30 years hence must derive their foodstuffs from some other section of the globe.

It is an error to regard the appropriations called for by this bill as an expense. As a matter of fact, they are investments—absolutely necessary investments—from an economic standpoint, to say nothing about that infinitely greater question of duty to the American boy, who is entitled to that equality of opportunity which we do not now give him and which we can not give him in any other way than by so enlarging his sphere of education that he may enter upon his life work equipped as Germany, Switzerland, Norway, Sweden, and other European countries equip their sons.

Those who read the accompanying symposium will observe that the leading thought of those who are chiefly interested in the \$4,000,000 appropriation for agricultural schools is the solution of the great economic problem which confronts us, to wit, that something must be done to change our agricultural conditions, to the end that we may not, within the next 10 or 20 years, be importers rather than exporters of foodstuffs.

At the request of your committee the Commissioner of Education has furnished the following statement as to the number of scholars, respectively, in the elementary or grammar grades, the high schools, and the colleges, together with the percentage of cost for each class. It will probably surprise those who have not given the matter much consideration to learn that only 1.71 per cent are in the college grades; only 5.35 per cent in the secondary, or high-school, grades. The great mass of our boys—to be exact, 92.93 per cent—are in the elementary grades.

The commissioner's report shows that we are taking splendid care of those who enjoy the benefits of high-school and college courses—the 7 per cent—but we are not doing our duty to the other 93 per cent—the children of those who, by reason of having to become the bread-winners of the family, do not pass beyond the elementary grades.



The commissioner states that the cost of pupils in the elementary grades is \$21.78 per capita; of those in the public high schools, \$45; of those in the university, \$280.

The following table, which accompanied his statement, showing cost of elementary, secondary, and higher (college) grades, is deemed of interest, and is therefore inserted here:

*Per cent of enrollment and per cent of cost for the three grades in 1908-9.*

Grades.	Per cent of enrollment.	Per cent of cost.
Elementary.....	92.93	74.68
Secondary.....	5.35	10.08
Higher.....	1.71	15.24

Little respect should be accorded the man who would intentionally deprecate the liberal expenditure made for the maintenance of the splendid colleges and universities that are doing so much for the progress and prosperity of our land; but we should have no more respect for the man who, having enjoyed a college education, is inclined to oppose, because of the expense, the training necessary to equip with sufficient education to enable them to become good self-respecting, self-supporting citizens, those who are so situated that they can not avail themselves of a college course.

It will not answer for any man to say that this bill is extravagant, that it appropriates too much, that it is too liberal with the sons of those who toil, unless he is at the same time able to point out some other and better method whereby the boy may be equipped for his life work. To-day, in far too large numbers, these boys, through no fault of their own, are drifting into a cheap and oftentimes criminal manhood, and their lack of educational advantages and their environment are responsible for this condition.

No one can read the compendium of opinions which are submitted herewith as a part of this report without reaching the conclusion that the great mass of the American people demand that something be done. The field is already white for the harvest. To turn a deaf ear to these appeals is to develop within the next decade a generation of malcontents and anarchists, and all because we are unwilling to appropriate the insignificant sum of 14 cents per capita per annum from the Public Treasury for a cause more pregnant with importance



from a legislative standpoint than any other that now is, or for 50 years has been, before the American people.

As a result of this correspondence and of the investigations made a bill amended and perfected according to the best light shed upon this measure by the correspondence is herewith submitted, and your subcommittee respectfully recommends that as amended the bill be favorably reported to the Senate.

CARROLL S. PAGE,  
*Subcommittee.*

The following symposium is largely made up of excerpts from communications received in response to letters sent out by Senator Page, by direction of the Senate Committee on Agriculture and Forestry, to State superintendents of public instruction, presidents of agricultural colleges, and others prominent in the cause of agricultural and industrial education. In some cases they have come from other sources.

They are classified by States, and the different lines of thought emanating from the North, East, South, and West are especially interesting, when considered sectionally, as showing the favorable trend of public sentiment with reference to this important economic, industrial, and educational problem.

Collectively, they seem to show beyond question that the American people are in favor of immediate action by the National Congress on this important subject, and that they will regard any longer delay in cooperation between the Federal Government and the States as not in the line of true economy. It probably is no exaggeration to say that more than 95 per cent of all these extracts from letters, trade journals, etc., are commendatory of the fundamental principles of this bill, although the bill as it was originally drawn received more or less criticism as to its minor details.

It is probably true that wherever Senate bill No. 3 has been under discussion there has been a practical unanimity of sentiment in favor of its hearty indorsement. In very rare instances where the bill has seemed to raise some doubts as to its effect upon agricultural colleges there has been some criticism upon the minor features of the bill, but in only 2 of the 48 States and Territories have the main features of the bill have been opposed.

### ALABAMA.

J. A. Wilkinson, commissioner of agriculture and industries, says:

“We of Alabama are very much interested and concerned about vocational education, and we believe that the time is at hand when the Federal Government should move in this direction.

"I believe that if the Federal Government would make an appropriation and lead the States in this movement, this would be one of the wisest steps that could possibly be taken by our great statesmen in Washington."

James X. Powers, president State Normal College, Florence, says:

"I have read the bill with interest, and hope to see it passed at an early day."

J. W. Watson, A. B., president of the first district agricultural school, Jackson, says:

"I am heartily in favor of the vocational educational bill, which is now pending in Congress, and I sincerely hope that it will pass. The progress of vocational education is very much retarded because of lack of funds; in fact, as I see and understand the situation in the States, very little progress can be made along agricultural and industrial lines until Congress comes to our rescue and gives us an appropriation."

### ARIZONA.

R. H. Forbes, University of Arizona, Tucson, says:

"Replying to yours of December 4, allow me to express my heartiest appreciation of the motives actuating Senate bill No. 3, a copy of which you have just forwarded me."

### ARKANSAS.

George B. Cook, State superintendent of public instruction, Little Rock, says:

"I regret it is impossible to attend conference, but send hearty indorsement of Page bill and assure you of most cordial cooperation of the Arkansas department of public instruction and myself personally. This measure specifically recognizes the most important duty that rests upon the Nation as well as upon the individual, community, and State the duty of training for citizenship through public schools."

J. J. Doyne, president Arkansas State Normal School, Canway, says:

"Permit me to urge that you use your influence as far as possible in securing the passage of the Page bill, entitled 'A bill to cooperate with the States,' etc. No measure that has been presented for years, it seems to me, means so much to the rapid advancement of those measures so vital to the prosperity of our country. I beg to assure you that aught that you may do or say in behalf of the measure will be appreciated by its many friends."



Victor C. Kays, State Agricultural School, Jonesboro, says:

"This bill is one of vital interest to the farming people, not only of the South, but of the whole country. On our farming people depends the prosperity of the rest of our population. Heretofore the farmer has received little recognition along the lines of instruction from the Federal Government. When we compare the expenditure for the uplift of the farming people with those which have been made for other classes of our population and for other purposes which are not constructive in their nature, the sums meted to agriculture and the mechanic arts seem to be a mere pittance. The people throughout this State are thoroughly alive to the benefit to be derived from aid of this sort, and they are watching the acts of their Representatives with a great deal of interest to see that every effort is put forth for the passage of this bill, which seems to us to be best adapted to our needs at the present time. It would seem, with the proper direction of the efforts of our statesmen who are interested in benefiting the condition of the agricultural community, that this bill should become a law. I hope that you will use every effort to assist us in this matter, and trust that you will call on any or all of us, who are vitally interested in this measure, for any assistance which we may be able to give you whatsoever."

H. G. Spaulding, secretary of the chamber of commerce, Pine Bluff, says:

"I have read your letter carefully, and also the accompanying copy of your bill and the indorsements thereof, and wish to say that it will have my unqualified support in every way. I will take occasion to review your measure in the forthcoming issue of *Back to the Land*, and will urge our people to secure the support of their Senators therefor."

### CALIFORNIA.

Edward Hyatt, State superintendent of public instruction, Sacramento, says:

"Please count me in to do everything I can in my bailiwick for the Page bill. You are free to quote me to any desired extent as favoring the bill and being ready to further its interest in all legitimate ways."

Daily Journal of Commerce, San Francisco, says:

"Senator Page in moving this reform is doubtless acting under an impulse aroused by the fact that the day seems to have arrived when the United States can no longer rely for a balance of trade in the commerce of the world upon her exports of grain. It has become apparent that the population of the country has reached proportions that demand the retention of too large a proportion of its grain and some other products heretofore freely exported to enable it to offset its importations with these exports, and that in order to increase the yield of cereals and other agricultural products better methods of farming must be introduced. It is also necessary to improve industrial conditions in order to be able to compete with other nations in manufactures."

## COLORADO.

Hon. S. Guggenheim, United States Senator from Colorado, says:

"I have your letter of the 13th instant relative to Senate bill 3, introduced by you, a bill to cooperate with the States in encouraging instruction in agriculture, etc., and I shall be very glad to read the inclosures forwarded by you, as I am in hearty sympathy with the purposes of the bill."

At a meeting of the Colorado Teachers' Association a resolution formally indorsing Senate bill 3 was adopted, and at a later meeting of the educational council of Colorado the committee on vocational instruction made a report strongly favoring the enactment of Senate bill 3 and indorsed the action of the Colorado Teachers' Association.

## CONNECTICUT.

Charles L. Beach, president of the Connecticut Agricultural College, Storrs, says:

"I am heartily in favor of the passage of a bill in aid of agricultural extension. The results from an investment of this character promise large returns, and I trust that the present Congress may take favorable action upon this important measure."

Charles D. Hine, secretary of the Connecticut State Board of Education, Hartford, writes:

"Your letter of December 2 and the accompanying bill and expressions of opinion were laid before the State board of education. At a meeting held December 19, 1911, the following vote was passed: Voted, that this board does not approve the bill before Congress entitled 'A bill to cooperate with the States in agriculture, the trades and industries, and home economics in secondary schools; in maintaining instruction in these vocational subjects in State normal schools; in maintaining extension departments in State colleges of agriculture and mechanic arts, and to appropriate money and regulate its expenditure.' "

## DELAWARE.

H. Hayward, of the Delaware State Board of Education, expressed his approval of the Page bill by offering to come to Washington to aid in the passage of the measure, if necessary. His telegram is as follows:

"Will my presence at Page bill conference to-morrow aid in any way the passage of his bill? I represent Delaware College and Delaware State Board of Education."

## DISTRICT OF COLUMBIA.

Clarence J. Owens, secretary-treasurer of the Southern Commercial Congress, Washington, D. C., says:

"The Southern Commercial Congress, through its executive officers, has approved the Page vocational education bill now



pending in the Senate. Without sectional or political motives the Southern Commercial Congress has been named by friends of this measure as the national headquarters for the advocacy of the passage of the bill."

Dr. Myers, principal of the McKinley Manual Training School at Washington, D. C., says:

"After considerable study of the subject, with particular attention to Germany, which is far ahead of other countries in training for the industries, I am forced to the conclusion that a satisfactory system of industrial education in this country must include a working over of the elementary school curriculum in such a way as to make the industrial activities of the community the vitalizing factor in it."

Dr. William Davison, newly elected superintendent of public schools, District of Columbia, says:

"I am in favor of working out further the idea of introducing vocational subjects into the curriculum of the schools. People are beginning to realize that boys and girls must be taught to earn a living and that they can not spend their entire time in studying so-called classical subjects. All children must be educated on their ethical side and must be taught about the higher things of life, but they must also be taught that they must support themselves and be given lessons in how to earn money. Our schools should be well balanced, with both these ideas kept well to the front."

"I have just written a letter giving my hearty indorsement to the Page bill known as Senate bill No. 3.

"I am exceedingly pleased to know that you have received such an unqualified and hearty indorsement of your bill from the State superintendents of the public institutions throughout the country."

Mr. Myron Germain Jones, director of education in the Washington Young Men's Christian Association, says:

"What private initiative has amply attested as wise and needed; what careful investigations of educational leaders, economists, and captains of industry have clearly shown to be the new demand if we are to be a nation of producers; what States like Minnesota, Iowa, Ohio, and Massachusetts have already done in consolidated rural schools and in trade training systems related to local industry, would all go to demonstrate the desirability of enacting the provisions of this bill into our Federal scheme of education, and that without delay.

"This educational work is democratic and Christlike because of its humbler aims—humbler as regards culture, per se, but vaster as regards humanity. It aims not, like the university, to reach and teach a maximum of knowledge and truth, but to evolve the maximum of individual manhood; to reach down to the man who has not had a chance, to help him up, to put his feet on the first step he can now reach, to help him upward, stair by stair,

as he is able to advance, not necessarily to the highest reach of truth and knowledge attainable by man, but to the highest attainable by this man, practicable for him; to make his life the greatest, richest, and most helpful it can be made within his span of being."

The Evening Star, Washington, D. C., says:

"The rural educational problem is one that has long been neglected. It is also one of the most important problems of the present day. Fifty-five per cent of the population of the United States live in rural districts and in small villages. Sixty-five per cent of the children are there. In many parts of the country we still have the one-room school, where the teacher is supervisor, principal, superintendent, and teacher all in one.

"Too many boys are being turned loose in the world to live in a makeshift way; turned loose without any one desirable thing having been well enough learned to make a living at it. A good brick mason is surer of a comfortable life than an indifferent lawyer and is a bigger factor in the upbuilding of the world."

### FLORIDA.

William Halloway, State superintendent of public instruction, Tallahassee, says:

"The State department of education and the friends of education throughout Florida are strongly in favor of the passage of the Page bill."

J. J. Vernon, dean of the College of Agriculture, University of Florida, says:

"The Page bill, Senate 3, is both practical and comprehensive. It is the best bill yet offered having for its purpose the training of the sadly neglected masses. It is socially and economically sound. Congressional action is necessary to draw out backward States. The action of Congress is urgently needed. I indorse the Page bill."

### GEORGIA.

M. L. Brittain, State superintendent of education, Atlanta, says:

"I feel a great interest in the Page bill. It seems to me that the measure proposed is directed toward a vital need. It so happens that, through the concentration of wealth in urban localities, the child in the city and town receives from two to ten times as much educational assistance as the one on the farm. This, too, despite the fact that we are all dependent upon the results of the work of those engaged in agriculture.

"I earnestly hope that the bill will pass, and that in this way more help may be given to each State to promote rural life and prosperity."



Southern Machinery, Atlanta, says:

“That industrial education has assumed national importance and is attracting attention throughout the United States is shown by a bill recently introduced in the Senate by Senator Carroll S. Page, with a view to Government aid to the States in promoting a better system of education along agricultural and industrial lines and in home economics. The bill as it stands at present may not be entirely satisfactory in every respect, but the subject is worthy the best thought of the Nation. Industrial education has been tried in a comparatively small way and found to be helpful. It has passed the experimental stage and bids fair to become one of the most important branches of public instruction.”

Hon. G. Gunby Jorden, president board of education, Columbus, says:

“From a long experience in manufacturing and in farming, together with continued service for several years as a trustee in one of the State schools of agriculture in Georgia, and as president of the board of education of Columbus, Ga., I have had opportunities in forming a very decided opinion upon the necessity for vocational education in the United States. I have never had occasion to change my views as to the great necessity for Federal aid in this regard.

“A thorough training of the youths of this land in industrial, agricultural, and vocational work would save untold millions, wasted now in senseless strikes and pitiless lockouts, by a better and saner acquaintance between capital and labor.

“The Federal Government, in my opinion, dealing equitably and fairly with all the States and Territories in this regard, is not only well within its constitutional rights, but could make no appropriation of money which would so soon, so thoroughly, and so lastingly benefit the people.”

### IDAHO.

G. M. Shepherd, State superintendent of public instruction, Boise, says:

“It may please you to know that at a meeting of the Idaho State Teachers' Association, held January 4 to 6, the association passed a resolution urging our Representatives in Congress to do all in their power to pass Senate bill 3.

“I sincerely hope the bill will pass Congress at this session. I am particularly desirous that it pass at this time so that at our next legislature we may pass laws in harmony with the Page bill. The greater part of our State is agricultural and we need schools such as the bill makes possible. Too long has our educational system been at fault in that it did not prepare our boys and girls for useful citizenship. We need to educate them for the farm and the trades rather than away from them.

“I hope a few narrow-minded people who are always crying expense will be able to see that this is one of the greatest and

best pieces of legislation for the welfare of the Nation that has ever been introduced.

"We will be glad to assist in any way we can to secure the passage of this bill."

### ILLINOIS.

Hon. C. S. Deneen, governor of Illinois, says:

"Since acknowledging the receipt of your letter of the 11th instant, I have read the bill inclosed and I am in sympathy with its provisions concerning the introduction of vocational instruction in the public schools of the secondary class. These provisions are in harmony with the suggestions and recommendations of our State educational commission, which has just completed a codification of our school laws and the preparation of courses of study in agriculture, manual training, and domestic science for use in these schools, as well as in the country schools of the State.

"With the general purpose of the bill to further the introduction into the public-school system of the States of education in the practical arts and sciences, I am in hearty accord."

Edwin G. Cooley, former superintendent of the Chicago public schools, says:

"America's resources, though great, are not infinite, and we must learn the lesson of efficiency in work if we are to maintain our place. We can become a true democracy only when we are as much concerned about training a good blacksmith as we are about training a good lawyer—when our system of schools offers equal opportunities to all."

Mr. Frank M. Leavitt, associate professor of industrial education in the University of Chicago, says:

"Your letter of June 17 addressed to the editor of the School Review, Chicago, Ill., is referred to me for a reply. I have been interested in every effort of Congress to enact legislation relating to the advancement of agriculture and industrial arts since the introduction of the Davis bill. We would be only too glad to do anything in our power to advance the cause.

"The purpose of the proposed legislation seems to be to provide well-rounded vocational courses as well as general preparation for agriculture, trades, and industries, and home making suited to the respective sections of the United States. It includes encouragement for those permanently engaged in these vocations, and 'not necessarily graduated for elementary schools,' by the establishment of short, practical courses. It purposes to promote earlier interest in the scientific study of these fundamental human activities by giving appropriate instruction in specialized normal courses. The movement to furnish an adequate education for the agricultural and industrial workers of the country is now well under way, and renewed interest would certainly be stimulated by the passage of the Page bill. The bill deserves the careful reading and, we believe, the active support of those who hope for the rapid extension of free public education."



The editor of the Farm Home, Springfield, says:

"This office will take great pleasure in aiding you in any possible way in the passage of the bill."

The editor of the American Bee Journal, Chicago, says:

"I am in hearty accord with your effort and trust that it may be successful."

The editor of the Farmers' Review, Chicago, says:

"I consider this measure along the right line. There is no doubt of the need of greater activity along this line for our public schools. It should be included in every school curriculum."

The editor of the National Food Magazine, of Chicago, says:

"This measure has our hearty approval and best wishes for its success. After looking over its provisions carefully, we can see no good reason for opposition to it, as the lack of instruction in agricultural trades and industries is the main reason why America is now falling behind Germany in the race for commercial supremacy."

Mr. Charles H. Smith, editor School Science and Mathematics, Chicago, says:

"I have read with interest your bill which has in view the giving of Government aid to the States in promoting a better system of education along agricultural and industrial lines. It is right in line with one of the many subjects of education for which this journal stands. We will be pleased to do what we can to secure its passage by bringing it before our readers. I have no criticisms to make on it; the purpose for which it is intended is clearly stated."

Mr. B. F. Harris, president Illinois Bankers' Association, vice president First National Bank, Champaign, writes:

"Your letter of July 26, stating that you had sent me copy of your Senate bill 3, including the bill, is duly received. There is no question that work and appropriation along this line is needed, but just how to accomplish the best results in the shortest time is the rub. I am chairman of the Illinois Bankers' Association committee on agriculture and vocational education; also president of the Bankers' Association. Our committee is to conduct a program at the annual bankers' meeting October 11, at Springfield, Ill., and we have secured Mr. James J. Hill as our chief speaker.

"I will be obliged if you will send me 8 or 10 copies of your bill, which I may submit to our committee and others interested, so that they may digest the same. We are all working for the same end, and we ought to be able to get together on the right sort of bill."

The Banker, Chicago, says:

“Senator Page’s bill for added Federal aid to agricultural colleges and normal schools and for the extension of instruction in agriculture, trades, and industries has been indorsed at Washington at a conference at which were present Senator Fletcher, of Florida, and Senator Hoke Smith, of Georgia, Henry G. Williams, of the National Educational Association, and others. The bill proposes to increase eventually Federal aid to agricultural colleges to about \$12,000,000 a year.”

The Argus, Rock Island, says:

“Among the mass of measures pending in Congress is one fathered by Senator Page, of Vermont, that possesses exceptional merit. It provides for the promotion of vocational, and especially agricultural, training in the public schools.

“The Illinois Educational Association at its recent convention approved this advanced teaching. The State is making large appropriations for agricultural and vocational training in the public schools, but the demand exceeds the available resources of the State treasury. The importance of these branches of education is becoming more apparent from year to year, and their value in promoting the general welfare can not be overestimated.”

### INDIANA.

Charles A. Greathouse, State superintendent of public instruction, says:

“It will be impossible for me to be present at the meeting in Washington December 14, 15, and 16, nor shall I be able to send a representative from this department at that time.

“The measure you are supporting is certainly a valuable one, and I regret my inability at this time to be with you in promoting this measure.”

J. M. Studebaker, president Studebaker corporation, South Bend, says:

“I hail with entire approval the growing tendency to foster education of a practical nature having to do with the affairs of the shop and the farm, and it seems to me that this is especially desirable with reference to agriculture. I am satisfied that in no direction can aid be applied where it will bring such returns as when bestowed in diffusing intelligence respecting improved methods of farming. Our prosperity depends in great measure on the success of our farming communities. Increase the good fortune of the farmer and advantage results to the whole country. I like immensely the sentiment with which you conclude your epitome of the proposed legislation—‘A greater nation through a greater common people.’”

J. B. Conner, editor Indiana Farmer, Indianapolis, says:

“We have the letter of your secretary, with inclosures in regard to the splendid movement proposed in Congress in Senate bill 3, by Senator Page, of Vermont.



"We have had correspondence with Senator Page on this subject, and have already strongly urged this bill.

"The whole country is coming more and more to understand that the productive forces of the Nation and the home economics are the factors making it great and strong, and that whatever measures are taken to develop and build up these are the greatest functions underlying public legislation. Looking to this great work is a bill now pending in Congress, known as Senate bill 3. The Indiana Farmer has been strongly advocating the features of this bill, and will take pleasure in cooperating in the promotion of its passage, as we believe it is an exceedingly important matter to the whole country."

### IOWA.

H. H. Seerley, chairman national committee on agricultural education, and president of the Iowa State Teachers' College, Cedar Falls, says:

"The education of the whole people is so important and the training of teachers to do the work is so imperative that the United States should have a hand in the business. The State superintendents and the State normal schools give their enthusiastic support to the Page bill. It ought to be treated as one of the greatest measures of this age, as it means the betterment of the whole country.

"Appropriations thus made will help the people to be self-reliant, self-directive, and self-supporting, and, in the end, bring returns in citizenship and in prosperity that can not be estimated. The making of this measure into the law of the land would produce a revolution in educational lines that would create a new era of enterprise and progress.

"Our present legislature is passing a bill that will introduce to a limited extent agriculture and domestic arts into at least 100 high schools during the coming year. This will be a step in the right direction, but the problem involves matters of such great importance to the country industrially that such slow procedure is hardly satisfactory.

"I trust that the National Government may see fit to become cooperator in educational advancement as well as in other lines already so thoroughly indorsed."

Albert M. Deyoe, State superintendent of public instruction, Des Moines, says:

"I wish to thank you for a copy of Senate bill 3. I heartily approve of this measure, and wish to assure you that you may depend upon my support in bringing about its passage.

"I believe that encouragement and assistance from a national source would be a great incentive to the promotion of vocational training in all the States. I believe there is no issue of more vital importance in the United States to-day than the matter of constructive legislation along educational lines."

G. F. Curtiss, of the Iowa State College of Agriculture and Mechanic Arts, says:

"I am pleased to give the bill my hearty indorsement. The public-school system of America is lamentably weak in failing to make provision for this kind of education. The United States can not hope to hold a leading place among the industrial nations without the training of young men for efficient service in industrial work.

"This problem lies at the foundation of industrial prosperity in all sections of our country, and the passage of this measure is of vital importance and ought not to be long delayed."

J. F. Monk, of Tobin College, Iowa, says:

"We sincerely trust that you may be able to secure the legislation of this character, for a comparatively small investment along these lines will certainly bring immense returns in the future."

The editor of Pierce's Farm Weeklies, of Des Moines, the Iowa Homestead, Wisconsin Farmer, and Farmer and Stockman, says:

"We are greatly interested in this matter, and intend to comment quite liberally upon your bill in an early number of Pierce's Farm Weeklies."

The editor of Kimball's Daily Farmer, Waterloo, says:

"You are to be most heartily congratulated upon having introduced a bill of such far-reaching significance. Your bill most certainly ought to pass, and you may count upon us to do whatever we can to promote its popularity."

The editor of the Creamery Journal, of Waterloo, says:

"It seems to me that you have struck a very important line of work. There is no question whatever but that the Government should take an active part in this great educational movement, and you may count upon us for support."

The editor of Successful Farming, Des Moines, writes:

"The prosperity of the world depends on successful farming, and successful farming depends upon the rural schools. I hope your efforts will meet with success."

The editor of Kimball's Dairy Farmer of Waterloo, writes Senator Cummins a letter which contains an exceedingly intelligent statement showing the way in which the farmers of the West look upon Senate bill 3. He says:

"I hope that you will give your hearty support to the bill S. 3, introduced by Mr. Page.



"I have been in position to know the need of instruction of this kind. In every village, town, and city there are many young people to whom the public schools are distasteful because they do not offer work that is of vital interest in fighting the battle for bread.

"The purpose of such schools is to develop citizens. The courses that are being offered tend to stimulate mental activity and to cultivate an appreciation of literature and art. Both of these are commendable but they are scarcely sufficient in themselves, and until we give the young people of this country a little training that will help them to provide means whereby they can enjoy these finer things of life we have not done our duty.

"There are many boys who find their school work distasteful because it is so largely theoretical. If these same young people could be trained to use the hand as well as the brain their interest would be intensified and they would continue their school work longer than many are now doing. I can testify to all of the above from actual schoolroom experience.

"Another thing that should commend this bill and secure its passage is the benefit that it will be to the agricultural industry. It is a trite saying that prosperity goes on crutches when crops go wrong. Farming is fundamental to national prosperity, but the farms of to-day are different from the farms of 20 years ago, and the farmer of to-day has problems to solve which the farmer two decades ago knew nothing about.

"Conservation of the soil is more vital than conservation of any other natural resources. The problems that are meeting the farmers to-day are only a foretaste of those that will confront the farmer 20 years from now. If we are to continue to enjoy prosperity we must equip farmers of future generations with a knowledge of fundamental principles that will make it possible for them to meet the problems of larger production and better care of land and crops.

"The funds which this bill provides for carrying on the work that it outlines should not stand in the way of its passage. They are so infinitesimal when compared with the benefits that are to be derived that they are scarcely worthy of consideration.

"If the people of the United States are to continue to hold the enviable position which they now enjoy they must meet such problems in a businesslike manner. The farmers and taxpayers generally should be anxious to provide for the measure."

### KANSAS.

E. T. Fairchild, superintendent of public instruction for the State of Kansas, Topeka, says:

"I have just received your favor of June 26 and a copy of Senate bill 3. I have read this with much interest, and am glad to state that it seems to me to be a most worthy measure. I am heartily in sympathy with the motto 'more books and fewer battleships.'"

The editor of the Western School Journal, of Topeka, says:

“I have looked through the bill, and it seems to me it ought to pass.”

The editor of the Missouri Valley Farmer, Topeka, says:

“Your bill seems designed to correct a great evil, and the Government may well concern itself about the matter.”

### KENTUCKY.

Barksdale Hamlett, superintendent public instruction, Hopkinsville, says:

“I have your communication of December 9, in regard to your Senate bill on agriculture, trades, and industries and home economics in secondary schools.

“I have no hesitancy in stating on behalf of the people in Kentucky, and especially those who are alive to educational needs, that we regard this as one of the most important measures before the present Congress and sincerely hope that it will be passed at an early date and signed by the President. I believe that the passage of this bill, even though the appropriation will be small compared with the other great governmental expenditures, will do more for the cause of agricultural interests than anything that has been done in the past 50 years. I sincerely hope that it will be passed.

“I am at your command for any assistance that I may be able to render, and shall be glad to urge every Member of Congress from my State to support the bill.”

J. G. Crabbe, president Eastern Kentucky State Normal, Richmond, says:

“I regret that previous engagements prevented my attending conference behalf of Page bill (S. 3). I beg to assure the conference that Kentucky educators believe this bill is vitally important to a broader national view and responsibility as to fitting our children for successful life.

“I hope you will do all in your power to secure the passage of this bill. It receives the hearty support of educators throughout the country, and in my opinion is a very desirable measure, as the questions involved are among the most important in present-day needs.”

Mary C. Roark, acting president, Eastern Kentucky State Normal School, says:

“The students and faculty of this school are very much interested in the bill providing for the teaching of agriculture in the normal schools.”

The Southern School Journal, Lexington, says:

“I have your letter of the 17th instant, with copy of Senate bill 3. I thank you for the privilege of close examination of the measures proposed therein.



"While I have not as yet given attention to the details of the measure, I have noted the leading features and provisions, and propose to do all that may be in my power to secure the passage of the measure.

"Our country is so large and even its agricultural interests are so varied that a system suited to a smaller country would not only be inadequate, but harmful and wasteful. I am particularly pleased with the feature of your measure which creates each State or Territory as a practical unit for the working out of its own agricultural salvation."

The Courier Journal, Louisville, says:

"The country is gradually waking up to the importance of vocational education. To put such an education within reach of the masses is a gigantic undertaking. Advocates of the Page bill believe that the measure presents the only practical plan that so far has been devised; that the United States might profitably expend the price of a battleship every year in such an enterprise and thus encourage the States to 'come across' with more liberal appropriations of their own for the support of their agricultural colleges, experiment stations, and vocational schools."

Ellsworth Regenstien, late State superintendent of public instruction, Frankfort, says:

"Your letter of the 2d instant, with inclosed copy of Senate bill 3, has been received. The bill meets with my approval and I shall be glad to cooperate with you in bringing about its passage."

#### LOUISIANA.

T. H. Harris, of the department of education, Louisiana, says:

"I have examined the bill and wish to give it my indorsement. I think it is a good one and trust that it will pass both Houses. I wish that I could be present in person and render all possible assistance."

#### MAINE.

President Fellows, of the University of Maine, says:

"By means of assistance proposed in this bill we can accomplish in five years what would otherwise require a century."

Payson Smith, superintendent of public schools, Augusta, says:

"I have examined with much care Senate bill 3, which you sent me with a request for suggestion. I fail to note any points whatever in which this bill could be improved. It strikes me that it is so framed that it meets most acceptably the varying conditions of control of the several States. I am certainly much in favor of the enactment of a measure of this kind, and shall be very happy to be of any possible service in promoting its interests."

**MARYLAND.**

B. H. Crocheron, principal of the agricultural high school of Sparks, says:

"I am greatly obliged to you for the literature relative to the Page bill, concerning which I am exceedingly hopeful. I, of course, believe in the bill, and am doing all possible to bring it before the people. I hope to secure its consideration at the National Country Life Congress to be held at Spokane November 23-29."

The Manufacturers Record, Baltimore, says:

"We have considered your letter of July 17 and its inclosure, but we are obliged to tell you that we can not support the measure in Senate bill 3. We have long felt it is beyond the province of the Federal Government to participate in the education of the American people."

**MASSACHUSETTS.**

The Weekly Bulletin, Boston, says:

"The educational bill recently introduced in the United States Senate by Senator Page, of Vermont, is printed in full in this week's issue. The scope of this bill and the good that it is intended to do the young people on the United States is of tremendous importance and shows a policy on the part of Senator Page of endeavoring to carry through one of the best measures which this country has ever seen.

"It seems as if no thinking man who has at heart the permanent welfare of this country would do anything but indorse legislation of this kind. It is only through such helpful measures, increasing the education and consequently the efficiency of the people of the United States, that we can hope to maintain the position which we desire among the civilized nations. The country to-day is severely distorted by commercialism, animated with the idea of big wages and big profits and attracting more of the population than is good for the country to the manufacturing and merchandising centers.

"There is a great lack of the knowledge of what true success in business and in life really is, and the more that the country can grasp the spirit of Senate bill 3 and get away from legislation and political influence which encourages and fosters greed, selfishness, and monopoly profits. the more the United States will advance."

Mr. Herbert Myrick, president National League for Industrial Education, and editor of the Orange Judd Agricultural Weekly, at Springfield, says:

"Rest assured that not only our periodicals but our entire organization, will do everything possible to promote this beneficent bill.



"Knowledge is power, provided you have the capacity to use it, and that is what this system of education does. It inculcates not only science, which is knowing, but art, which is doing, so that when the boys and girls come out of these schools and colleges they not only know, but they can do; whereas, as so many of us know from stern experience in dealing with a large number of people, a great many graduates from colleges and universities are educated to death and can not do anything. It takes several years to learn how to work.

"The experience of the institutions which I have cited, gathered, and presented to you in a very definite way do absolutely demonstrate and prove that the result of this training is of the utmost benefit in increased efficiency.

"Now, on the mechanical and trades side, let me illustrate a point by a chart I have here, showing the money value of industrial training. This is from the Newark Technical High School, at Newark, N. J. This chart shows that the so-called skilled mechanic in the industries of New Jersey earns \$15 to \$25 a week. But let the same adult mechanics spend their evenings for a while acquiring technical training and industrial education, and so greatly is their capacity developed that at the age of 45 they occupy positions that pay an average of \$66 a week. This is the actual result of a census taken of the graduates of the Newark Technical High School, which is an evening school. These are mechanics who work at their trade during the day, who come in and attend evening classes, and I think 3,000 of them, over a long period of years, have raised their pay from an average of \$20 to \$25 a week to \$66 a week.

"No other one agency has contributed so much to the rapid rise industrially of Germany as have her technical schools in each of the productive classes.

"Japan studied the educational systems of all countries; and, having copied Germany and other countries which have inaugurated vocational education, is rapidly introducing a new industrial era."

Mr. Chas. H. Winslow, acting secretary of the committee on industrial education of the American Federation of Labor, and a member of the Commission on Industrial Education in the State of Massachusetts, says:

"The difficulty with the present system of school education is that the boys want to wear white collars and cuffs all the time. They would prefer to get a salary of \$7 per week than a wage of \$27. They do not see anything in working for wages, but they do see a great deal in working for a salary."

He illustrated by the story of a young man who upon graduating from high school wrote a letter to his principal saying:

"Mr. Principal, I have gone four years to your school; I have my diploma, and what am I going to do?"

"Why," said his principal, "we have done the very best we could for you. We have steered you through these courses,



taking you out through the channel by the rocks into the ocean of life. Now, you can go your own way."

"Really," replied the pupil, "what you have done for me is, You have steered me through the channel by the rocks out into the ocean where there is nothing but fog and I can only blow my whistle."

"Something must be done and the only way to do it is to encourage the passing of this bill."

Deputy Commissioner C. A. Prosser, of the State board of education, says:

"The vocational school differs from the regular high school in aim, content, method, and social function. The high school gives general training for life; the vocational gives specific training for a definite calling. The difference is organized knowledge with deferred values as contrasted with applied knowledge and immediate values. The method of the high school is abstract and formal; that of the vocational, concrete and direct.

"The two should not be regarded as competitive but as parallel institutions, each tapping a different school strata."

The Commercial Bulletin, Boston, says:

"The bill introduced by Senator Carroll S. Page, of Vermont, to encourage instruction in agriculture, the trades and industries, and home economics in secondary schools, is still pending before Congress.

"There is no doubt that industrial education is not developed to anything like the extent to which it might well be developed in this country, and if we are to remain in the front rank of manufacturing nations, we must have not only the best machinery in the world, but also the best-trained hands and brains to operate it.

"Whether Senator Page's bill will accomplish all that is hoped from it is, of course, uncertain, but it is gratifying to note that the legislative branch of our National Government is devoting intelligent thought to a problem that is as serious and important as any bill that can come before them, as it concerns the welfare and progress of our people."

The Journal of Education, of Boston, says:

"A bill of considerable interest to educators, and especially to those engaged in vocational training, was introduced in the United States Senate last April by Senator Page, of Vermont. As the bill is framed, it seems to be in shape for final passage, and it is certainly a bill that we should like to see made into a law. Its provisions are generous and it would stir up all those States that are in need of an incentive along the lines of industrial education and vocational training."



The Printing Art, Cambridge, says:

"We have read with much interest the copy of the bill you recently introduced in the Senate to encourage instruction in agriculture, the trades, industries, etc. There is a great need of the Government undertaking this work."

Horticulture, published at Boston, says:

"Senate bill 3, by Senator Carroll S. Page, now in the hands of the Committee on Agriculture and Forestry, provides for Government aid to the States in promoting a better system of education along agricultural and industrial lines and home economics. The problem of wise and efficient training of young men and young women, always a paramount one, becomes now more serious than ever, under the restrictions on a broad-gauge, mechanical knowledge imposed by existing factory methods in the division of labor and by labor union prescriptions. The high school, the academy, and the college are taking excellent care of those boys who are financially able to avail themselves of their advantages, but for him who can not, little remains but the prospect of a cheap manhood. If the entry of the National Government into a comprehensive and liberal cooperation with the States for instruction in agriculture and the trades will modify and improve these defects in our industrial system, then by all means let us have it, even if it becomes necessary to economize by cutting out a battleship or two. It is an excellent measure, and we hope it will receive a favorable reception everywhere."

Max Mitchell, superintendent of Federated Jewish Charities, Boston, Mass., says:

"I am very much interested in this bill and want to add a word of indorsement for the passage of the bill, which tries to cooperate with the States in encouraging instruction in agriculture, trades, and industries."

"In the work that I am doing I have for many years felt the great need of work of this kind. I feel that the poor boy does not get a fair chance or an equal chance with the rich boy or the boy of the well-to-do parents to obtain a proper education. In the early years, when the child is 14 and upward, when he is about to get the understanding of an education, he must go to work and earn enough to help support his home. He is thus cut short at the most important time from continuing his studies."

"I believe in giving education to the great masses of this great country instead of the small number of 10 per cent, as is given to-day."

"To my mind no expenditure is too large that gives the people of the country a proper understanding of themselves, of the conditions surrounding them, and especially a proper understanding and a love for whatever professional trade they are engaged in, because with that kind of education, I am sure, develops a love for one's country and for one's neighbors and for mankind in general."

Mr. Arthur D. Anderson, secretary committee on education, Industrial and Educational Exposition, Boston Chamber of Commerce, Boston, says:

"I note that you have presented a bill in Congress covering the subject of industrial education. Inasmuch as the Boston Chamber of Commerce is planning an industrial and educational exposition to be held in this city during the month of October, the subject is of particular interest to us and to everybody in New England. The object of this exposition is to stimulate in the people of New England, and especially the younger generation, a realization of the dignity and possibilities of a trade, and your work is most opportune."

David Snedden, commissioner, the Commonwealth of Massachusetts, State board of education, Boston, says:

"In answer to your kind invitation to attend a conference relative to the Page bill, I regret to say that my engagements here do not permit me to attend, much as my interests prompt me to do so.

"As a member of the committee which drafted a series of suggestions to the National Society for the Promotion of Industrial Education relative to the Page bill, I trust that careful attention will be given to certain provisions tending to guarantee the efficiency of the education which will be made possible by national aid. It would make a very great difference to the future of education in this country if at the outset a measure of this sort could be so framed as to guarantee standards of efficiency. I commend to your consideration the report presented to the national society by our committee, a copy of which I inclose.

"Of course it goes without question that I am in favor of any substantial assistance to the cause of industrial education, if it can be guaranteed that its administration will proceed along sound lines."

Kenyon L. Butterfield, president of the Massachusetts Agricultural College, says:

"I am in favor of the passage of the vocational educational bill, because I believe the movement for a wise and sane vocational school needs the financial support of the Federal Government.

"I believe that the people generally will stand back of the movement."

NOTE.—While Commissioner Snedden and President Butterfield both have kind words to say about vocational education, they criticize some portions of Senate bill No. 3.

Lewis C. Grandy, editor *The Printing Art*, Cambridge, says:

"It is obvious that there is great need for more industrial schools in this country, such as those in which German workmen



are trained. The establishment of such schools can be brought about if a determined effort is made. A comprehensive plan for education along agricultural and industrial lines is included in a bill Senator Page, of Vermont, has recently introduced in the United States Senate. This may not be entirely satisfactory to everyone and some of the details can, perhaps, be amended slightly, but its general purpose is such that it should receive hearty support."

### MICHIGAN.

Hon. Chase S. Osborn, governor of Michigan, writes:

"MY DEAR SENATOR PAGE: Your bill to cooperate with the various States in encouraging instruction in agriculture, the trades and industries, domestic economics in secondary schools, etc., is a good measure in my opinion. No nation is better or stronger than the average of its people. The activity you seek to encourage is necessary, and I hope sincerely that your bill will pass."

Jesse B. Davis, principal Central High School, Grand Rapids, says:

"My attention has been called to your bill to encourage vocational education among the States in secondary schools. I have read the bill with much interest and wish to express my appreciation of your efforts in this most worthy cause. My experience of over 16 years in the largest secondary schools of the West has made me a strong supporter of this phase of modern education."

The editor of The Michigan Tradesman, Grand Rapids, says:

"I am very glad to commend this measure both personally and editorially, because I believe it is in the interest of progressive citizenship and good Americanism."

### MINNESOTA.

Hon. Moses E. Clapp, United States Senator from Minnesota, says:

"Am in receipt of your proposed bill. Permit me to say that while arbitration treaties and trust regulation laws may command more attention, there is no measure pending before Congress that exceeds in importance your bill, because it goes to the very foundation of all our national problems, the development of the citizen. If the Republic will care for the youth of the land to-day, the youth will care for the Republic."

A. F. Woods, dean and director at the University of Minnesota, St. Paul, says:

"Executive council of the department of agriculture of the University of Minnesota, consisting of the dean and chiefs of divisions, indorses the Page bill, S. 3, first, because it gives assist-

ance through already organized educational agencies; second, it includes most agencies that need aid in reorganization for industrial education; third, it is a careful worked-out system based on actually existing conditions; fourth, the McKinley and McLaughlin bills are good as far as they go, but relate only to part of the problem."

The editor of the Daily Record, of St. Paul, says:

"We are very much interested in this bill, and think it should have the support of everybody."

Charles P. Craig, of Duluth, uses this language:

"To my mind no other bill pending before Congress is so important to this country at large in a constructive way as this bill, because its purpose is to lay the foundation broad by the training of all the youth of the Nation for constructive work.

"Vocational education will not down. The people are awakening to its value, and with that awakening grow more determined that a national policy of secondary education shall be established, just as has been done with higher industrial education; consequently your bill admirably fits the growing popular demand. Politics and selfish interests may postpone but will never prevent, ultimately, the passage of this or a similar bill.

"Of my own knowledge I know of foreign-born parents in our city of Duluth who have sent their sons back to the old country to learn a trade, with the purpose of coming back here and being skilled tradesmen."

A. D. Wilson, superintendent University Farm, St. Paul, says:

"Your letter of December 7 received. This morning we took up at our executive council meeting, consisting of the heads of divisions in our institution, the matter of the Page bill, S. 3. We sent you a telegram expressing our views in favor of the bill. A copy of this telegram was sent also to both the Senate and House Agricultural Committees, and to Mr. Howard H. Gross, who is working for the McKinley bill. We certainly believe in the Page bill, and are ready to give any assistance we can to secure its passage."

C. G. Schulz, superintendent department of public instruction, St. Paul, says:

"I heartily approve the provisions of this measure. It is along the same lines as those in which Minnesota has undertaken to foster that work in connection with high schools, secondary agricultural schools, and the college of agriculture.

"I am fully satisfied that the plan outlined in your bill for industrial training, not only in secondary schools but in colleges and normal schools, is practical, comprehensive, fair, and demanded by present-day conditions. The school must be a



training institution which directs the child's activity, not only along one line but many. There must also be the means, in professional schools, of fitting leaders, directors, and teachers. This your bill makes possible."

The Minnesota State Dairyman's Association at its annual convention held at Wadena, January 16-19, 1912, passed the following resolution:

"In view of the need of a more practical type of education in our schools and the demonstration of improved methods of production on our farms, be it

*"Resolved*, That this association approve the Page bill introduced in the National Congress with these ends in view. We hereby request our Senators and Representatives to do all in their power to secure the passage of this measure, the secretary of this association to forward copies of this resolution to our Senators and Representatives, the chairman of the Senate and House Committees on Agriculture, and to Senator Page."

### MISSISSIPPI.

J. C. Hardy, president Mississippi Agricultural and Mechanical College, says:

"I am heartily in favor of this bill for industrial and vocational education. While I appreciate the importance of training 'captains of industry,' yet in my judgment there is a still greater need of giving the 'privates of industry' that training that will fit them for coping with modern industrial conditions and that will make them more efficient in dealing with all the complex problems of modern life. I think the man or woman who is serving the world by manual labor is entitled to as much consideration by the State and nation as those who are engaged in the professions and other intellectual pursuits.

"This bill, as I view it, is an effort to adapt education to the needs of the democracy. The State needs men and women who can do things more than it needs men and women of culture.

"This institution thoroughly indorses your bill, and each and every man here stands ready to help in every possible way to develop public sentiment that will demand its passage.

"Our people in hearty sympathy with the principle of bill. It means more to the development of our section than any bill since Hatch Act. It has full indorsement of this college. All conditions should be fixed in bill; leave nothing to be fought out in the legislature; command us to fullest."

W. L. Hutchinson, dean of the School of Agriculture, Starkville, says:

"Regret I could not be present at the conference of the friends of the Page bill; the objects sought to be accomplished by the bill are laudable and much to be desired."

## MISSOURI.

William P. Evans, State superintendent of public schools, Jefferson City, says:

"In general, Senate bill 3, encouraging and aiding industrial education has my hearty approval. The purposes of the measure are very laudable and I shall be willing to lend my influence toward securing its passage.

"We are hoping to push in this State rapidly the establishment of rural high schools and are proposing to secure a permanent fund for this purpose from the voters of Missouri at the next general election. It is this proposition that I refer to in my letter to Gov. Hadley. The proposition for the permanent education fund will be voted upon at the next general election, under the initiative and referendum. This, you see, is along precisely the same lines as your movement in Senate bill 3, to enlarge the unit of taxation.

"In general this measure of Senator Page's and the measure that we are advocating for Missouri is a movement to enlarge the taxation unit. They are twin movements, one may say. The permanent education fund is a movement to derive funds from the State at large in order to equalize opportunities for the weak districts. The same thing may be said of this national movement. It is a proposition to make the unit Nation wide, and in this broad way equalize opportunities for all of the youth of the land.

"It seems to me that the bill should be amended somewhat and should pass. I shall be very glad if you see fit to encourage its adoption, even in its present form, for provision is made, you will note, that each State shall receive that portion of the appropriation for which it is prepared, and if the appropriation is made for these district high schools and the district high schools are not established, we will receive the other aid which we are ready for.

"I heartily favor the bill, except the clause relating to district agricultural high schools. I advise that the appropriations for such schools be added to that for public secondary schools and normal schools for brief reasons in a letter which follows."

W. G. Carrington, State Normal School, fourth district, Springfield, says:

"I assure you I am doing all I can in my territory to secure support for this measure. I am writing some letters to our Senators about it."

Anthony Ittner, of St. Louis, late chairman of the committee on industrial education, National Association of Manufacturers, says:

"The point with me is to have the Page bill so framed as to benefit the 98 per cent of the young men of our country—those that need help. The 2 per cent that pass through colleges and universities are the sons of wealthy parents who, being able to help themselves, do not need help from State Government."



The editor of the American Woman's League, St. Louis, says:

"I am certainly glad to give you my most hearty approval of the bill which you call to my attention."

The Fruit Grower, St. Joseph, says:

"Extension and demonstration work of this character by the agricultural colleges has been limited on account of lack of sufficient funds for its maintenance. But the Page bill which was presented to Congress last April gives promise of affording material relief for this kind of work, and to extend the service of the agricultural colleges not only to the farms but to the trades as well. Its prime object is to enable the National Government to appropriate money to each State for the purpose of enlarging the teaching of trades and industries, home economics, and agriculture in the public schools.

"The provisions of the bill also cover the maintenance of branch agricultural experiment stations to be located at the agricultural high schools provided for also by the act, and the maintenance in each State college of agriculture and mechanic arts of an extension department that will materially enlarge upon that of the present time.

"It is certainly to be hoped that this bill will receive early enactment, and that the sums of money for which it provides will be quickly available, as it is for a purpose that will do more good for more people than the construction of all the battleships afloat."

### MONTANA.

J. M. Hamilton, president Montana Agricultural College, says:

"We heartily indorse the principles of Federal aid for secondary industrial education as set forth in the Page bill, and would especially emphasize the features providing for agricultural high schools and agricultural extension."

F. B. Linfield, director of the Montana Agricultural Experiment Station, Bozeman, says:

"As director of the agricultural experiment station and a member of our board of farmers' institutes, am keenly interested in educational efficiency on agricultural and industrial lines. I am heartily interested in the Federal appropriation as outlined in the Page bill. I trust the friends of agricultural education, who all agree on the principles at the foundation of these bills, will work out a plan of development that will be satisfactory and beneficial to all interested."

The editor of the Rocky Mountain Husbandman, Great Falls, says:

"We heartily indorse your bill. Hope it may pass."

**NEBRASKA.**

Mr. J. W. Crabtree, State superintendent, department of public instruction, Lincoln, says:

"Permit me to thank you for sending me a copy of the bill which you introduced offering encouragement to the teaching of agriculture in the public schools, normal schools, and colleges of the country. I sincerely hope you may be able to secure the passage of this bill. If its provisions are carried out, this information and instruction in agriculture and home economics will be brought right down to the homes of the people. It seems to me that this is the important step to be taken at this time. I shall watch with interest the progress of this bill and use my influence wherever possible in its behalf."

Editor Hatch, of the Nebraska Farm Journal, writes:

"There is no man of average information and intelligence but who knows that this country is letting the brains of the Nation go to waste because no adequate vocational training is provided for the large middle class of America. Your bill seems to provide the only practical way to quicken, increase, and develop the average American deficiency. We hope your measure will pass."

E. C. Bishop, former State superintendent of public instruction, State of Nebraska, says:

"A copy of the bill, S. 3, which you kindly inclosed, meets my approval, and I am glad to do what I can to encourage its passage."

**NEVADA.**

John Edwards Bray, superintendent of public instruction, Carson, says:

"I heartily approve Page bill for encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools. If the secondary schools are to get into touch with the industrial progress of the age, all these things must be made features of practical instruction. National aid is needed, and it will be worth more than a thousand battleships."

The several district educational institutes of Nevada have recently held meetings at Elko, Tonopah, and Las Vegas. At every one of those institutes this bill was one of the important subjects of discussion, and at each meeting the bill was very strongly indorsed.

At the Elko institute the following resolution was adopted:

"*Resolved*, That we approve the Page bill now pending in the United States Senate providing for National aid in the various States for agricultural and industrial training in the high schools, as a measure of enlightened statesmanship. The bill proposes to



place yearly at the disposal of the States several millions of dollars, the first use of the money to be for the preparation of teachers for this work. Instead of putting millions of dollars into a single battleship for the destruction of human lives, how much better to use it for education.

*“Resolved, That we call upon our Representatives in Congress to support this bill, fraught as it is with so many possibilities for good to the toiling millions of the Nation.”*

At Tonopah Institute the following resolution was adopted:

*“Whereas there is pending in the United States Senate a measure known as the Page bill, which has for its object the appropriation of national funds to aid and encourage agricultural and industrial training in the secondary (high) schools of all the States; and*

*“Whereas such expenditure would be of vastly more benefit to our country than the millions now annually spent in building battleships for the destruction of human life or for useless display: Therefore be it*

*“Resolved, That we strongly favor the Page bill and earnestly request Senators Newlands and Nixon and Representative Roberts to give it their support.”*

At the Las Vegas Institute the following resolution was adopted:

*“Be it resolved, That we favor the introduction of the elements of agriculture and industrial training in the school curriculum. We commend the Page bill, now pending in the United States Senate. It proposes to appropriate national funds for agricultural and industrial education in the various States, first for the training of teachers and then for the maintenance of such instruction in all secondary schools. It means eventually the disbursement of \$12,000,000 or more annually for education instead of putting the same into useless battleships.”*

### NEW HAMPSHIRE.

J. C. Kendall, director New Hampshire Agricultural Experiment Station, New Hampshire College, Durham, says:

*“I am in hearty sympathy with the work which the Southern Commercial Congress has undertaken in pushing the Page bill, and I would like very much to be present at the conference which is to be held in Washington December 14, 15, and 16, but I am afraid that it will not be possible for me to be away at that time.*

*“A large problem before the people of the United States to-day is putting within the reach of all the opportunity for education along the lines of their every-day life. We must change our school system in such a way that they will recognize the fact that when properly treated and when suitable instructors are provided there will be just as good training in the study of farm problems as in reading Greek.*

"I wish for you and your associates and the organization that you represent success in the passage of this bill, which will mean so much to the future industrial development and prosperity of the country."

### NEW JERSEY.

Hon. James E. Martine, United States Senator, says:

"I have read with much interest Senate bill 3, introduced by you. I most heartily favor the same and shall vote for it when the same comes before the Senate. I have sometimes said that 'higher education' has run mad, forgetting agriculture and other industrial pursuits, which is in reality the foundation of all our hopes and achievements. I agree with you that this bill is a most righteous one and deserves the support of all."

Franklin Dye, secretary of the State board of agriculture, Trenton, writes:

"Believing your work to be in the right direction, I can but wish you good success."

E. R. Johnstone, superintendent of the training school at Vineland, writes:

"I have received your letter of December 1 and a copy of Senate bill 3, introduced April 6. May I express my hearty approval of its provisions?"

### NEW MEXICO.

William H. Andrews, Territorial Delegate from New Mexico, says:

"It will give me great pleasure to do everything in my power to help you pass Senate bill 3. I thoroughly believe in this bill, which I have read carefully."

B. S. Gowen, president New Mexico Normal University, says:

"I am interested in the bill whose purpose it is to encourage instruction in agriculture, the trades, and home economics. Such work as this is of unusual importance in New Mexico, where we have so large a population that it must necessarily depend on other lines besides those in which scholarship of the ordinary kind plays the chief part."

### NEW YORK.

Eli W. Weaver, chairman of students' aid committee of the High School Teachers' Association, New York City, says:

"There are in New York City to-day thousands of young people who have been trained to high ideals in the homes of self-sacrificing parents, who have deserved and received con-



siderate treatment in the schools and who have enjoyed the respect and esteem of their associates, who have afterwards gone out to earn their own living in those occupations usually open to young people; but too frequently these young people have been compelled to wander around for days in an aimless search for employment; they have been persuaded to accept places at pitiful wages, with promises of advancement, in which they have afterwards learned that there were never any prospects of advancement; they have outgrown places in which there was no special skill or knowledge to be acquired, from which they were turned out without faith either in themselves or their fellow men or a belief in the existence of a sense of fairness or justice in society. However well equipped the barks in which the youthful sailors launch out on the troublesome seas of commercial and industrial life may be, the chances are against them unless they are provided with sailing directions. Since society must in some way or other care for the disheartened, the broken-spirited, and the ruined, it might be well for society to provide the sailing directions."

The Times, Rochester, says:

"A bill has been introduced into Congress by Senator Carroll S. Page, of Vermont, which if passed will greatly aid in the extension of agricultural schools in this country. The bill has met with a favorable reception.

"New York State is making large expenditures for agricultural and vocational training, but the demand has outrun the available funds in the State treasury. There is no more valuable form of education, and the value increases every year. With a proper knowledge of scientific agriculture the production of farm lands in this country could be vastly increased. Within recent years there has been a big increase in the prices of food products. Unless there is an increase in agricultural products, prices are certain to go still higher. This will mean a still further increase in the cost of living, which many persons now find oppressive. The most practical remedy in sight for this condition seems an increase in agricultural schools. Such an increase would result from the Page bill if made a law."

Mr. Dean, chief of the division of trade schools, New York, says:

"The school of yesterday trained its youth for a job, while the school of to-morrow will train its youth for a vocation. It provides for every vocation for which there is reasonable demand and in that school the boy must remain until there is ground for believing that he has found a calling for which nature and his own effort has prepared him.

"My father sent me to a school of yesterday so much that I very nearly missed an education.

"The school of to-morrow will have over its door, 'We conserve the whole boy.'"

Francis J. Cheney, principal State normal and training school, Cortland, says:

"I regret exceedingly that I shall not be able to be present at the conference of the friends of the Page bill, Senate bill 3, on December 14, 15, and 16 on account of duties in connection with my work as principal of the State normal school. I am very greatly interested in this bill, and believe that its passage will be for the best interests of the young people whom we are training for citizenship. Certainly the idea embodied in the bill is taking a great hold on the country. The Page bill is an effort in the right direction to the better fitting of our young people for useful and successful lives. If there is anything which I can do to assist in the passage of the bill do not hesitate to let me know."

Benjamin R. Andrews, secretary treasurer of the Teachers College, New York City, says:

"I am glad to know that your bill for Federal aid to education is securing increasing support. I judge from the talk of economy that it may be impossible to secure enactment at this session, but I hope that you can get favorable action in the Senate. It will be a great step forward."

The Knickerbocker Press, Albany, says:

"The Page bill seems admirably suited to promote the ends desired, and its advocates should receive the fullest cooperation from the representatives of the Empire State."

The National Provisioner, New York, says:

"The bill of Senator Page deserves really active, not merely perfunctory, support.

"Educators of national reputation are giving their support to the bill, and it should pass; but, like all measures proposed in Congress, merit alone will not be sufficient to secure its enactment. Public sentiment must be aroused and its virtues made known.

"This seems to be a sensible, systematic way of increasing knowledge of how to expand our supply of live stock and other agricultural products, as well as to educate the future generations in other useful directions."

The Standard, Watertown, says:

"Senator Page, of Vermont, deserves hearty support in his measure to promote vocational training and instruction in agriculture in the public schools."

C. W. Burkett, editor of the American Agriculturist, New York, says:

"I am very much interested in your bill, which proposes that the National Government shall cooperate with the States in



encouraging instruction in agriculture, the trades, industries, and home economics in secondary schools and in preparing teachers for these vocational subjects. I do not hesitate to say that this measure, if enacted into law, will be of the utmost benefit, not only to agriculture, but to the entire country.

"I have made a very careful examination of the bill and have studied the needs of the schools for a great many years, and I am confident that this measure is one of the most needful now before Congress, and that I am expressing the opinion of tens and hundreds of thousands of farmers and industrial people when I urge the passage of this measure.

"The American Agriculturist weeklies are with you heart and soul in this matter. In the past we have given page after page to the effort to secure a better system of education along agricultural and industrial lines. Just recently I have had an editorial telling about the Page bill and what it seeks to do. We shall keep right at this matter, hoping that in the end the idea will win."

The Business Men's Association of Newburgh gives expression to a most important thought in this language:

"The lack of knowledge of how to till the soil is the great economic evil of our country, and it can easily be corrected by teaching the rising generation the art of agriculture. No nation can be truly great that is not firmly established on a sound agricultural basis.

"Everyone takes a great interest and pleasure in his work, no matter what it is, if he can do it well, and his joy is in his work in proportion to his skill.

"The dissatisfied workers resort to strikes and employers to lockouts, creating enmity where there should be friendship and cooperation."

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"Are we leading the world, as we should do, in solving this problem? Are we even abreast of other nations in this respect? No; by no means. We are perhaps third or fourth to Germany, Switzerland, Denmark, and probably Sweden. What are they doing that is better than our methods? They are first developing children physically and training their hands as much as the brains and giving each a trade. Rich and poor alike must learn a trade, even to the sons of the Emperor of Germany. They have then an appreciation of the dignity of labor instead of despising it, as we do.

"We have great conventions of governors in Washington to beg for a conservation of the resources of our country, when our Nation's greatest resources, the lives and health of our children, are being squandered in nearly every school in the country."

The Engineering News, New York City, says:

"I heartily agree with you that the greatest need of the country to-day is to better the instruction in our common schools and secondary schools, so as to better fit the students therein for the real work of life."



The Times, Glens Falls, says:

"Among the great mass of measures introduced in Congress there occasionally is one especially worthy and one calculated to be of service in advancing the interests of the people of the country. Such a measure the Page bill, introduced by Senator Carroll S. Page, of Vermont, for the promotion of vocational and, especially, agricultural training in the public schools of the country, appears to be."

Director J. G. Schurman, president of Cornell University, says:

"I am greatly interested in the subject, as I feel very deeply the need of making better provisions than we now have for encouraging instruction in agriculture, the trades and industries, and home economics in institutions of instruction readily accessible to the mass of our people."

The Commercial, Buffalo, says:

"There is little doubt that eventually some system similar to that proposed by Senator Page will become effective. More and more the attention of the country is being turned to the necessity of better facilities for industrial and agricultural education for the young of the rural sections, and the present bill, while it may have its defects, is sure to have its influence in securing legislation along the lines suggested.

"It is a remarkable coincidence that another Vermont man, Senator Morrill, was the father of the bill which established the State college of agriculture and mechanic arts."

Chancellor James R. Day, of Syracuse University, says:

"It is not enough to educate a few specialists for management of large estates or the farms of fancy farmers. Farm education should be as extensive as farming. It should be within reach of all parts of the State as plain, practical courses of study, illustrated by object lessons of farms and grounds and by animals, plants, fruits, insects, friendly and destructive birds, beneficial and harmful, and in practical farm industries and in higher courses in chemistry, bacteriology, soil analysis, and animal and plant breeding, farm economics, farm architecture and engineering. In short, the farmers should be prepared for their high calling, as are the doctors, lawyers, and teachers. The time must come, is inevitable, when the farmer, ignorant of his calling and conditions, will be as unusual and impossible as an ignorant doctor or lawyer at his practice."

The editor of the Financial World of New York, says:

"We quite approve of any effort made that will lead to an increased efficiency of our men of to-morrow."



Mr. L. P. Alford, editor of the American Machinist, New York City, says:

"Your letter of July 17, with its inclosure, a copy of Senate bill 3, is before me. I have read both with a great deal of interest. For some four years I have been studying the problem of industrial education, and a great deal of space has been devoted to it in our journal.

"As a simple act of justice it seems to me that our Federal Government should appropriate funds for the furthering of the education of industrial workers in the same way that it fosters the spread of agricultural knowledge.

"I most heartily agree with the sentiment expressed in your letter, to the effect that we must do something for the boys and girls of the great middle classes in order to really fit them for earning a livelihood. We are far behind Germany and Switzerland in this particular. Something must be done at once to aid in transforming the green boy of the country and the untrained lad of the city into men trained and educated in some trade or vocation from which they can earn a comfortable living, and by the exercise of which they will be valuable units in our industrial life. I shall watch the course of this bill with a great deal of interest. The purpose of this bill is worthy and I shall support it as far as it is proper for me to do in the columns of my journal."

A. S. Draper, commissioner of education of the State of New York, says:

"I have yours of December 4, inclosing a copy of Senate bill 3 and some memoranda bearing thereon. I am not convinced that this bill is a wise one, and am therefore unable to send you such a letter as you request."

### NORTH CAROLINA.

D. H. Hill, president College of Agriculture and Mechanic Arts, Raleigh, says:

"I have gone over the bill, which you were kind enough to send me, with a great deal of care. The general features of the bill commend themselves very strongly to my judgment. The Nation certainly needs training along the lines suggested in the measures embodied in this bill, and I hope that the general plan may be carried out.

"I spent most of last week in Washington and was sorry that I could not have some conversation with you while I was there. I shall certainly do all in my power to get our two Senators to support the bill which your committee is drafting. If at any time you see any way in which I can be of service to the measure, I shall be very glad to hear from you."



C. N. Evans, of the board of governors of the Southern Commercial Congress, Wilmington, says:

"Regret I can not appear before you in warm support of the Page bill. In the interest of a broader national view and of our children especially, I urge the adoption of the Page bill and trust its provisions may meet the approval of your committee."

J. Y. Joyner, superintendent of public instruction of North Carolina, says:

"I heartily favor the passage of the bill.

"About 82 per cent of the people in the Southern States are engaged in agricultural pursuits. No adequate provision has been made by any State for the proper education and training of children for the pursuits that the large majority of our people are now following for a living.

"The bill proposes to stimulate and help the States to help themselves without being paternalistic, without interfering with the autonomy of the State systems of education, or without any undue interference in any way by Federal authority with State authority."

The editor of the Progressive Farmer Gazette, Raleigh, says:

"We shall be only too glad to do all in our power to help carry out your ideas. The measure meets with our hearty approval."

Hon. William W. Kitchin, governor of North Carolina, says:

"In reply to your letter of the 11th, I favor the extension of agricultural, mechanical, and industrial education and favor the general purposes of the bill which you inclosed."

### NORTH DAKOTA.

George A. McFarland, president State normal school, Valley City, says:

"I know of nothing that would be so influential in bringing our educational practice up to the practical demands of the times as the passage of the Page Senate bill. Our high schools, normal schools, and colleges need the stimulation this bill will give them."

J. W. Preston, president normal school at Madison, says:

"Our State teachers' association last week indorsed Senate bill 3 and urge our congressional delegation to support same. Educational sentiment in this State strongly favors the bill."

J. H. Worst, president North Dakota Agricultural College, says:

"I am in hearty sympathy with the bill," but adds that he thinks that the agricultural college should be somehow connected with the frame-up as the experiment station is with the experimental work provided for in the bill.



Hon. L. B. Hanna, M. C., says:

"I am in receipt of your letter of 9th instant. It goes without saying, Senator, that I will do everything I possibly can to help you to push this matter along. I believe the bill is right."

### OHIO.

Hon. J. J. Whitacre, M. C., Ohio, says:

"I beg to acknowledge receipt of your kind invitation asking me to take part in the conference called December 14-16 for the discussion of the Page vocational educational bill. I regret to say that I can not attend because of meetings of the House Agriculture Committee, but I hasten to assure you that I am in complete sympathy with the objects of the bill, and anything I can do to further the movement, as a member of the House Agriculture Committee, will be done most willingly and cheerfully."

Henry G. Williams, dean of the State Normal College of Ohio, and member of the national committee on agricultural education, says:

"Your notice of the 7th concerning the meeting of the Senate committee, December 14, 15, 16, at hand. I would like very much to be present and assist in presenting the matter to the committee. It may be possible for me to do so. If I am not present, you may expect a night letter. I am very much interested in it, and have done as much perhaps as any one else to further the campaign on behalf of Senate bill 3."

The editor of Farm News, Springfield, says:

"If we can be of any assistance, we shall be glad to do so. Of course we will undertake to keep it as much as possible before the people."

The editor of the Farm and Fireside, of Springfield, writes:

"I believe that the future of agriculture in this country depends upon a basic reform in rural schools in the direction of the correlation of the rural schools with rural life. I am therefore intensely interested in your letter and in the bill which accompanies it, and promise you the active cooperation of Farm and Fireside in so far as our space will permit. Personally I think the bill would accomplish an educational revolution of the most beneficent sort."

B. M. Davis, president of the agricultural and rural education department of the National Education Association, Oxford, says:

"I am greatly interested in the provisions of the bill, and have been ever since the matter was first started."



Dr. W. O. Thompson, president Ohio State University, Columbus, made quite extended suggestions as to amendments which he thought should be made to the bill as originally introduced, and although he says in a letter to Senator Page "I am cordially in favor of the principles of your bill" he was opposed to some of its features. The same can be said as to State School Commissioner Lester S. Ivins, of Lebanon.

The following paragraph is taken from a letter received from him and shows his general ideas touching the bill:

"If you can arrange your bill to give the public high schools (not district agricultural schools where they have not been established) and the public elementary schools just recognition and in every respect on an equal with the agricultural college, experiment station, and normal schools we would think a great deal more of your bill."

Dr. Thompson, however, was appointed by the educational gathering which assembled at Washington, December 14, 15, and 16, as one of a committee of seven to revise and suggest amendments to the bill, and with some few exceptions the bill as now rewritten receives his approval.

#### OKLAHOMA.

Gov. Lee Cruce, of Oklahoma, says:

"I wish to thank you for copy of Senate bill 3 introduced by you.

"I shall be glad to cooperate in any way possible with the State superintendent to bring about proper action along this line."

R. H. Wilson, superintendent, department of education, State of Oklahoma, Oklahoma City, says:

"I want to say that I can not speak too highly of the Page bill. It will certainly be of great assistance to this section of the country."

J. H. Connell, president Agricultural and Mechanical College, Stillwater, says:

"Oklahoma is earnestly in favor of this bill because with Federal aid we can quickly reach 5,000 common schools and develop a new agricultural civilization.

"We are not waiting for the Federal Government, but would quickly and largely benefit by the wisely expended assistance provided by this measure.

"Ifavor the immediate passage of the Page bill with some minor amendments."



Grant B. Grumline, president Northwestern State Normal School, Alva, says:

"In the November issue of our monthly bulletin, which goes to about 1,800 school-teachers in this part of the State, we are urging that each of them use their influence for the Page bill, Senate bill 3."

James A. Wilson, director Oklahoma Agricultural Experiment Station, Stillwater, says:

"I am sending to-night by Western Union wire a night letter expressing as strongly as my vocabulary is able to the position which we take in Oklahoma toward the Page bill. Oklahoma stands squarely for the Page bill. Anticipating this nation-wide industrial system of education our State constitution directed our legislature to provide for such instruction in the common schools. Our normal and agricultural high schools are doing the grade of work indicated in the Page bill. It provides for our greatest need. I wish you the greatest possible success in this worthy movement."

### OREGON.

W. J. Kerr, president Oregon State Agricultural College, Corvallis, says:

"Your favor of the 4th instant, with inclosures, has just reached me. I heartily approve the general purpose of the bill as set forth in the resolution adopted by the Senate Committee on Agriculture and Forestry."

The editor of the Rural Spirit, Portland, says:

"I most heartily approve of your educational bill, and assure you of my appreciation of your efforts along this line, and of my willingness to cooperate at any and all times."

The editor of the Northwest Poultry Journal, Salem, says:

"I congratulate you on the bill. It ought to pass."

The Rural Spirit and Willamette Farmer, published at Portland says:

"This bill was introduced by Carroll S. Page, has been twice read and referred to the Committee on Agriculture and Forestry. It is especially intended to aid agriculture, and is a very meritorious bill, and should have the support of farmers through their Representatives in Congress."



Hon. Oswald West, governor of Oregon, says:

"Your letter of December 11 and inclosed copy of your Senate bill 3, together with data in regard thereto, reached my office during my absence in the East. From the hurried view that I have been able to give your bill its general provisions meet with my approval. I can say as a general proposition that any measure which has to do with the betterment and upbuilding of the agricultural school system meets with my approval if drafted along sane and consistent lines.

"I wish you success in this direction."

The Pacific Banker, Portland, says:

"Some time ago it was our pleasure to make brief favorable comment upon a bill which one of our active Senators, Page, of Vermont, has introduced in the Senate, and which we again wish to give editorial indorsement because of its peculiar significance to the entire country, and to further encourage, if need be, the action of the committees appointed from Oregon, Washington, Idaho, and other western States in its behalf.

"The question which he agitates and which he would thus aid and abet is not new. There is no denial of the fact that the greatest phase of the problem of maintaining the future prosperity of this country lies in the need of our better knowledge, and the better knowledge of the generations to come, of the science of agriculture. It is eminently fit that the banker should lend his influence to the indorsement of Mr. Page's recommendation, which has already had the recognition of the Senate, for if we are ever going to bring about permanent systems of agriculture in this country the banker above every other business man has got to lend unto the endeavor his unfailing energy."

The Pacific Banker, Portland, says:

"Luckily for Mr. Page and the ultimate passage of his bill, the question which he agitates and which he would thus aid and abet is not new. The need of conserving nature's gifts to man in the forces of the soil, as well as the educating of our youth and old men in the way of this thing of greatest importance, was recognized years ago by the thinkers of the country, and they have been laboring assiduously to awaken our smoldering faculties to the great danger of popular indifference to the fact, and the inevitable and far-reaching calamity it portends. One of these thinkers—and he was a banker—said not long since: 'If something isn't done in this special educational work soon, this is not going to be the "Land of the Free," for it is fast becoming the land of ignorance.' And he went on to say that there is no possible question before the American people to-day that will anywhere touch in importance to them, as will this question of special education along the line of the mechanical industries and agriculture."



## PENNSYLVANIA.

E. E. Powers, secretary of the Pennsylvania Rural Progress Association, Pennsdale, says:

"We are all rapidly realizing the paramount importance of proper educational facilities as the main agent in eliminating the serious problems of country life. As the prime mover in bringing this question before the country as a concrete demand, we would like to have you speak, if possible, on the subject of the Page bill."

P. M. Tyler, principal Chester Agricultural High School, says:

"Unable to attend conference, but we realize urgent need for the Page bill."

Hon. John K. Tener, governor of Pennsylvania, says:

"Your letter of the 11th instant, together with a copy of Senate bill 3, is now before me.

"I have been holding the same, hoping to have the opportunity to read the bill. I have only done so to-day.

"From a cursory examination of the bill, I can see nothing objectionable, and as I understand it, the object has been indorsed by the State board of education and the convention of normal school principals. It also meets with the ideas, I understand, of our superintendent of public instruction, Dr. Nathan C. Schaeffer.

"I sincerely hope the bill may become a law."

George M. Philips, secretary State board of education, West Chester, says:

"The State board of education of Pennsylvania strongly indorses this movement and Senator Page's bill, and at its direction I sent a letter, as secretary of the board, to every Senator and Representative in Congress from Pennsylvania. This was very favorably received. Senator Penrose and a number of others promised to support the bill, and the others promised it careful consideration. I very much hope that this measure will pass this winter. You will get valuable and important support from Pennsylvania."

Andrew Thomas Smith, principal State normal school, Mansfield, says:

"I write to add my word of encouragement and to express the hope that the measure may be passed through Congress at this session.

"It is a bill which will lend very great aid to a measure now occupying the chief place of attention among the educators of our country."



Mrs. L. L. Blankenburg, vice president General Federation of Women's Clubs, Philadelphia, writes:

"Senator Page, you recognize the fact that women are not your constituents, except in six of the Western States and that our wishes do not have much weight with Congress, but if there is sufficient publicity given to this bill I believe club women will use such influence as they can command to secure its passage."

Thomas F. Hunt, Pennsylvania State College of Agriculture, says:

"For a number of years I have been deeply interested in the movement for the introduction of industrial training in the secondary schools of this country as expressed in your bill. I believe it to be one of the most far-reaching movements for the progress of this country that has been before Congress in many years."

The editor of the Tobacco World of Philadelphia says:

"Have given the bill hearty indorsement in editorial."

The Times, McKeesport, says:

"A conference on Senator Page's vocational bill is to be held in Washington, beginning with to-morrow. This measure is intended to provide a course of studies for the rising generation which is not now afforded in all of the public schools, and if the bill goes through Congress and becomes a national law its results should be very beneficial. This bill as an educational idea far transcends in importance all the political sparring of the session just opened, for it reaches down to the child upon whose life and efficiency national life and efficiency depend."

"The purpose of Senator Page's bill is to add vocational studies to our public-school system. It follows closely upon the idea of Senator Justin Morrill, precessor of Senator Carroll S. Page, of Vermont. Former Senator Morrill was the father of the so-called land-grant act of 1862, establishing the State colleges of agriculture and mechanic arts, and Senator Page's bill is intended to carry down to the secondary schools industrial education which Senator Morrill's bill created in State agricultural and mechanical schools."

"Combining all of the features of the bill, it can be said to be a unified movement to have the Government aid in adding vocational work in the public schools throughout the States. The bill should interest every father and mother and every employer who wish our schools to prepare young people more especially for definite profitable work. It should meet with almost universal indorsement throughout the entire country, as it is a good measure tending in the right direction."



Wilmer Atkinson, editor Farm Journal, Philadelphia, says:

"I have your esteemed favor of the 20th. We shall do what we can for the Page bill, but we have many, many things to do for. I am glad the educators who met in Washington have indorsed your bill and will work for it.

"Your bill commends itself to my judgment. While technical schools have been educating coordinately the hand and brain of the favored few of the land, the great mass of our youth are forced to begin the battle of life clumsily equipped for the struggle. Nowhere is technical training more urgently needed than on the farm and in the household. The demand of the time is for scientific efficiency, and this is the only lever that can lift agriculture to its rightful place.

"The National Government can not spend money for a better purpose than in providing every normal boy and girl in the land with a fair and equal chance. A nation of efficient workers is a nation committed to universal peace and world-wide prosperity. The bill is a reform and I hope that it will come quickly."

### RHODE ISLAND.

Mr. E. E. Balcomb, of the Rhode Island Normal School and secretary of the National Education Association, department of rural and agricultural education, and secretary of the national committee on agricultural education, writes:

"Was very glad to get your letter and to note that you are not afraid to put yourself on record in favor of education as against battleships. Our committee hopes to carry on an extensive campaign favoring this bill."

### SOUTH CAROLINA.

D. B. Johnson, president of the Southern Educational Association, and of the Winthrop Normal and Industrial College, Rockhill, says:

"The condition of rural delivery can be improved best and more surely by relating the work of rural schools to the life of the people served by them. To do this, elementary agriculture, home economics, and such practical subjects must be taught in the rural schools.

"The interests of the agricultural classes demand the passage of this bill."

"I have just returned from Houston, Tex., where the annual meeting of the Southern Educational Association was held and where I wrote and presented the resolutions which were adopted by the association. One of those resolutions indorsed the Page bill. I thought you would be glad to have this resolution, and I inclose you a copy.

"The Southern Educational Association was attended by representatives of all the educational interests of all the Southern States, and the resolution indorsing the Page bill ought to have some effect with southern Congressmen."



"I have been working for your bill as a member of the national committee on agricultural education, and you may count on me to do everything in my power to push the passage of the Page bill."

E. J. Watson, commissioner of the department of agriculture, commerce and industries, Columbia, says:

"I am in receipt of yours of December 7, inviting me to personally attend or send a representative to Washington to attend the conference on the Page bill. I regret that absence from the State prevented my receiving your letter in time even to send the night letter requested."

"I wish to assure you that this has been in no measure due to any lack of interest in this important matter, for there is no more earnest advocate on secondary agricultural and industrial education to be found in the country than myself. In the future, if there is anything I can do in this or any other matter of equal importance to the South, I trust you will not hesitate to call upon me."

J. E. Swearingen, State superintendent of education, Columbia:

"Senate bill 3 can do South Carolina no earthly harm. If it could be amended in some important particulars, I believe its provisions would secure better and more desirable results; but rather than see the measure fail I should be glad to see it enacted at the present session of Congress."

### **SOUTH DAKOTA.**

C. G. Lawrence, State superintendent of public instruction, Pierre, says:

"Regret my inability to be present at meeting December 14; am in hearty accord with the general principles of Page bill, and shall do all in my power to help secure its enactment. Such a law will meet with general favor in this State."

J. H. Hetley, county superintendent of schools, Webster, says:

"The Page bill is good from my point of view. It will build up an immense corps of suggestive supervisors for the whole country. It will stimulate the agricultural movement and at the same time furnish some sane restraints upon the expenditure of public moneys."

### **TENNESSEE.**

Dr. P. P. Claxton, until recently connected with the department of education in the University of Tennessee at Knoxville, but who has recently been appointed commissioner of education, says:

"Your letter of June 26, inclosing copy of Senate bill 3, has been received. With the general outline of the bill I am in most hearty sympathy, and hope some law of this kind may soon be enacted by Congress."



The editor of the *Progressive Teacher*, Nashville, says:

"I am ready and anxious to cooperate with you heartily and in every way possible."

### TEXAS.

Mr. A. Caswell Ellis, professor philosophy of education, division department extension, Austin, says:

"A copy of your bill on agricultural education, together with your letter, was handed to me by Prof. Sutton, on account of the fact that I have been especially interested in this matter both here and abroad.

"Let me express my very heartiest commendation of this bill. I wish especially to commend the encouragement of agricultural and industrial education in our normal schools, so that we have a supply of teachers in our regular schools who are competent to teach these subjects and are in sympathy with them.

"Really, the success or the failure of the secondary agricultural education rests upon the training and character of men who teach this subject.

"I wish also to especially commend that feature in your bill which allows either special agricultural high schools or regular high schools with properly organized agricultural departments to secure the benefit of this appropriation.

"I feel that I should apologize for intruding so much upon your attention, but the matter is one that greatly interests me and upon which I have done a great deal of work."

The editor of *Farm and Ranch*, Dallas, says:

"It is a most excellent measure and one that is designed to stimulate education in behalf of the farms and those who most need this practical information."

The editor of the *Texas Stockman and Farmer*, San Antonio, writes:

"Copy of your bill with view to promoting a better system of education along agricultural lines received. We will do all we can to aid you."

The *Daily Texas Live Stock Reporter* says:

"This letter of Senator Page's is given because the importance of the subject commends it to the consideration of the people. We spend millions of dollars in teaching our children things that are of no practical value to them in the struggle for existence. We call them to do work that we give them no training for doing; we demand the tale of brick but we furnish no straw. Efficiency is value to the worker and to the Nation. The youth who goes out of school with a trained mind and hand is equipped for the battle that all must fight before success can be achieved. The money that is wasted in years of instruction in branches of



learning that profits nothing because it is never applied would, if spent in teaching our children how to do things and the philosophy of practical affairs, count in making them more valuable as citizens and making us as a nation more forceful in the affairs of the world. Senator Page's plan is the beginning of a change for the better that deserves the approval of all thoughtful men."

F. M. Bralley, State superintendent of education, Austin, says:

"I have read Senate bill No. 3, recently received from you, and wish to say that the enactment of said bill into law would be of incalculable value to the educational interests of Texas and the entire country. I therefore heartily indorse the bill and express the hope that it will be given the support of every intelligent, patriotic Member of the United States Congress."

### UTAH.

W. M. Stewart, principal of the State Normal School, Salt Lake City, says:

"Our objection primarily is to the establishment of district agricultural schools of secondary grade and not to the other provisions of the bill. We believe strongly in industrial and vocational subjects as a part of the curriculum of the high school, but we think that the establishment of State district agricultural schools of secondary grade would be detrimental to our already established high schools. If this clause which provides for separate agricultural schools and experiment stations were eliminated, the bill would meet with our approval."

NOTE.—The views of Principal Stewart have been met by the elimination of that part of the bill which provides for separate experiment stations, but the provisions for district agricultural schools of secondary grade is regarded as so all-important to the cause of agricultural education that it has been continued in the bill, notwithstanding the protest of Principal Stewart.

### VERMONT.

Hon. John A. Mead, governor of Vermont, says:

"I have felt keenly for many years that in Vermont at least there was a great demand for increased facilities along agricultural and educational lines, and the conditions of said bill will afford the desired relief and where it is most needed.

"My contention has been that the prosperity of our Nation more largely depends upon intelligent development of industrial agricultural life than to any other cause. Nature has been prodigal in her gifts to our State and Nation, and shall we exercise that industry and knowledge which will permit us to reap the bounty which has been placed at our door?

"You are working along the right lines, and may your success equal your fondest anticipations."



Mason S. Stone, State superintendent of education, Montpelier, says:

"As a financial measure it will be a wealth producer, as it will produce wealth producers.

"As an economic measure, it will eliminate waste through misfit service and greatly increase the efficiency of each successive generation.

"As a just measure, it will afford equality of opportunity to a million of boys by enabling each to discover the thing he can do best, and by training him to do that thing the best he can.

"As an educational measure, it will neutralize the traditional and bookish education of the present and will train pupils to think, to do, to be.

"As a civic measure, it will greatly enhance the Nation's general intelligence, which is the guaranty of the Nation's peace, permanence, and prosperity.

"As a moral measure, it will produce individual industry and contentment, community cooperation and harmony, and national integrity and righteousness.

"It is the most important bill for the development of the agricultural resources of the country that has ever been introduced since the Morrill bill."

Martin G. Benedict, principal St. Johnsbury Academy, St. Johnsbury, says:

"The Page bill, a bill to cooperate with the States in encouraging instruction in agriculture, the trades, industries, home economics, etc., has received my careful attention. I fully and enthusiastically indorse its provisions and urge our Representatives in Congress to do their utmost to secure its passage."

The New England Farmer, Montpelier, says:

"Senator Page's bill is one of tremendous and far-reaching importance to the people of this country. Its enactment will open the door of opportunity for tens of thousands of American boys.

"We need to make our educational system more practical. This does not mean that we are to cut out the essential features that form the foundation of our educational system, but it does mean that we ought to provide a system of study that will help our boys and girls to a greater degree to go forth and earn their own living. It is no secret that there have been a good many studies that have been of little practical benefit to the student and have been forgotten almost as soon as the textbooks were closed and packed away.

"Battleships and standing armies are not the only means of protection for a nation. Danger from a foreign foe is a remote possibility. Danger from ignorance, inefficiency, and poverty is an ever-present peril. The foes of our own household are to be dreaded more than any possible invasion from overseas. If every year we fit several million boys and girls by the study of



manual training, scientific agriculture, and domestic science we increase the wealth of the Nation by untold millions of dollars, because we make possible the earning of larger wages, the winning of greater profits, and the more economic expenditure of the earnings of the man who works with his hands. By increasing the possibility of securing more of the comforts of life we reduce thereby the army of the discontented, we lessen the number of misfits in our economic system, and we make our country a safer and a better place in which to dwell."

C. H. Spooner, president of Norwich University, Northfield, says:

"I have given the bill a first reading. It does 'look good' to me. May success attend you."

G. L. Green, principal Vermont State School of Agriculture, Randolph Center, says:

"I am unable to be present at the conference concerning the passage of the Page bill, but I need not tell you that I am vitally interested in its passage.

"This first Vermont State School of Agriculture is located in the home county of the late Senator Justin S. Morrill, father of agricultural education in the United States. Our school maintains a two-year course which is intended to fit the farm boy for practical and intelligent farming. We are filling a gap between the high school and college. For the first time, the farmers of the State have a school of secondary grade, established primarily for their benefit.

"The appropriation which we have for the present year's use is far too small to establish our plant and provide even the beginnings of an equipment. Schools of this kind everywhere can not obtain State aid adequate to their needs, and any bill which Congress may pass which will help the cause along will be a great blessing to the Nation. May the Page bill speedily become an act."

Mr. Edward S. Abbott, principal Montpelier High School, Montpelier, says:

"I have read with much interest the bill introduced by you in the Senate. It seems to me that it contains the elements of a mighty service to the Nation, in no way second to the Morrill law."

A. S. Harriman, principal Middlebury High School, Middlebury, says:

"I have carefully read the copy of bill introduced by you, and cordially approve of a bill so wide in its scope and so salutary in its provisions for the welfare of industrial training throughout our country."



The following resolutions were adopted by the Vermont State Grange at its annual session December 12, 1911.

"Whereas a safe, sure, and sound development of the country industrially, educationally, and morally needs impulse and encouragement, and

"Whereas the agricultural conditions of the country are rapidly approaching a state demanding a greater knowledge and an intensive application of the science of agriculture on account of the occupation of nearly all available land and the constant increase in population: Therefore

"*Be it resolved by the State Grange of Vermont*, in its fortieth annual meeting, that we heartily indorse the vocational measure before Congress, with such modifications or amendments as will adjust it to various vocations, and urge its passage."

Montpelier Morning Journal, Montpelier, says:

"If the price of one battleship put into Senator Page's statesmanlike policy would help to educate more than 5,000,000 boys for lives of greater usefulness and independence than they could obtain otherwise, or train an equal number of girls to make healthier and happier homes, is any person prepared to say that the money would not be invested more economically than in the construction of a ship of war?"

### VIRGINIA.

H. F. Button, director Manassas Agricultural High School, Manassas, says:

"I wish you all speed with the Page vocational school bill. We have conducted an agricultural school here four years with such success that 200 farmers testify to its value. We can not continue to grow without more money. The State can not support us; Congress can and should."

J. D. Eggleston, jr., superintendent of public instruction of Virginia, says:

"This measure has been discussed by leading farmers and educators throughout the State of Virginia, and I am in position to know that the sentiment for it is very strong. My opportunities for observation have been unusually good, and I am safe in saying that were this measure put to a vote of our people it would be favored by an overwhelming majority."

President Alderman, of the University of Virginia, says:

"You may give the name democracy to anything—a mode of living, a manner of speaking, a group of men, a dollar dinner—but the thing itself is plainly a spirit, a faith, a religion, whose chiefest commandment is: 'You can trust men if you will train them.'"



## WASHINGTON.

O. L. Waller, vice president of the State College of Washington, Pullman, says:

"We are very much in hopes that before Congress adjourns some good bill providing for actual demonstration to the farmers and sons of farmers will be enacted into law. We have at this institution calls for men to do this kind of work that are far beyond the means we have to take care of such calls. We have not appropriation enough at present to either employ the men or provide the equipment for such work to meet such demands. I shall prepare to write you at a later date concerning Senate bill 3, and shall seek an opportunity to look it over more carefully. But you may be very sure that we are greatly interested in some legislation looking to actual services along the line of better farming conditions."

Henry B. Dewey, State superintendent of public instruction, Olympia, says:

"I have very carefully examined Senate bill 3 and wish to give it my unqualified indorsement in every particular. I hope that the bill will pass substantially as printed without material amendment. It means more, in my judgment, for the youth of this country than any other bill now pending in Congress. It is the first definite step toward a redirect education."

J. D. Dean, editor the Ranch, Kent, says:

"There is just one weak feature apparent to me in your bill and that is we will have schools established with incompetent instructors. I think the realization of the American people of the needs such as you provide for is growing faster than teachers can be provided. Right in our own State I know of several high schools that would be willing to employ a competent agriculturist if one could be had, but it is mighty hard to find capable teachers, and as for the necessary instruction for breeding and caring for live stock, teachers are practically unknown.

"By your bill I fear we will establish schools faster than proper teachers can be supplied. However, you may count on me to assist in the passing of this law, as I believe it is the best measure affecting the whole Nation ever enacted.

Mr. C. A. Tonneson, editor Northwest Horticulturist, Tacoma, says:

"Your kind favor of recent date and copy of your bill was duly received in time for comment in our August issue. The measure you propose is along the lines we have been agitating for several years past, and therefore will be glad to cooperate with you in an endeavor to get final action on this bill.

"The Horticulturist believes a measure of this kind enacted would help solve some of the perplexing problems of the day. Theory and speculation have been rampant in this country.



Early training industrially will continue to make us strong in all the noble qualities for which the American Nation became noted a generation ago."

### WEST VIRGINIA.

Thomas E. Hodges, president West Virginia University, Morgantown, says:

"Yours of December 4, addressed to the State Agricultural College, Charleston, has come to me.

"I most heartily approve the general purposes of Senate bill 3, a copy of which accompanied your letter.

"The Association of Agricultural Colleges and Experiment Stations, at its recent meeting at Columbus, Ohio, gave their indorsement to the general proposition for Federal aid for instruction in agriculture and mechanical arts and domestic science in secondary schools and for Federal aid to the State colleges of agriculture for extension.

"I was not present at this meeting, but this instruction was presented by Dean E. D. Sanderson, of our college of agriculture. He reports that he is in thorough harmony with the resolutions adopted at the meeting, and in behalf of West Virginia University I am glad to give our most hearty concurrence."

M. P. Shawley, State superintendent of public instruction, Charleston, says:

"I have studied quite carefully Senate bill 3 and find myself unable to improve upon its contents. If you wish to add my opinion to the long list which you have published, you may use the following:

"West Virginia is just now entering upon a determined campaign for bringing it into its own industrially, and especially agriculturally. We find the financial burden of such a project is somewhat embarrassing, and that Senate bill 3 will extend to us the strong hand of the Government. I most heartily indorse the bill and believe that its passage will prove to be a master-stroke of legislation.

"Our State supervisor of high schools, Prof. L. L. Friend, is much interested in this measure, and is writing you his opinion, which you are at liberty to use if you so desire.

"I am willing to give such attention to bringing proper influence to bear from this State, and shall be glad to have your suggestions as to the most effective means to use. I shall take the matter up with the West Virginia Representatives in Congress."

Mr. Thomas C. Miller, principal Shepherd College State Normal School, Shepherdstown, says:

"I beg to acknowledge receipt of your letter of the 5th, together with a copy of Senate bill 3, which you have introduced



in that body. I give it my most hearty approval. As a member of the national agricultural executive committee, I shall be glad to do anything I can to further the measure and should be glad to come to Washington at any time I can be of any assistance."

L. L. Friend, supervisor of high schools, Charleston, says:

"I have been watching with much interest the fortunes in Congress of the Page bill, providing for the appropriation by the Federal Government of funds to promote the teaching of agriculture in high schools and normal schools. The most important educational movement now in progress in this country is the movement for the betterment of rural education. The Page bill, if passed, will prove of incalculable benefit to this movement."

The Dispatch News, Parkersburg, in speaking of Senate bill 3, says:

"This bill would mean much to West Virginia where the appropriation for school purposes has not been large and where from \$30,000 to \$50,000 a year would prove of wonderful help. The West Virginia Representatives in Congress will be urged to give the measure their hearty support."

### WISCONSIN.

Duncan McGregor, private secretary of Gov. McGovern, of Wisconsin, says:

"I am directed by Gov. McGovern to express to you his unqualified approval of the purpose of bill 3, Sixty-second Congress, first session, introduced by yourself on April 6, 1911."

Charles McKenny, president State Normal School, Milwaukee, says:

"I have your letter of December 7 inviting me to a conference December 14, 15, 16, at Washington, D. C., to consider the Page bill (S. 3). I regret that previous engagements prevent my being present at the conference. I want to say that I am in sympathy with the general provisions of the Page bill."

Mr. A. A. Johnson, superintendent Milwaukee County School of Agriculture and Domestic Economy, Wauwatosa, says:

"I am very much interested in the bill you have introduced contemplating Federal aid for secondary agricultural education in the various States. Will you kindly send me a copy of the bill? I hope it will pass."

The editor of the Butter, Cheese, and Egg Journal, Milwaukee, says:

"We fully appreciate the importance of greater educational interest along agricultural and home economic lines, and we shall



endeavor to aid the cause to the best of our ability: We assure you of our hearty support."

John F. Sims, State Normal School, says:

"This measure, in my opinion, is a most desirable one for the whole country, as the questions involved are the most important in present-day needs. The bill, if made law, will stimulate the scientific study of agriculture, make the farm more attractive and more profitable, and encourage a wholesome move back to the country."

Henry E. Miles, chairman of the committee on industrial education of the National Association of Manufacturers, says:

"The present common-school system is cultural; practical matters are no part of its aim, nor can they be made a part. Less than one-half of our children go beyond the sixth grade; only 1 in 3 completes the grammar school course; only 1 in 5 enters the high school; only 1 in 30 graduates from the high school. Taken as a whole, it is comparable to a transoceanic liner, half of whose passengers drop out midway and only one-thirtieth of whom reach the port of destination. Half of the children leave school at the age of 14. The Wisconsin Bureau of Labor, in its report for 1910, declares that only 12 per cent of the children employed under 16 years of age are in positions where they can learn a trade. In Germany every boy, even to the sons of the Emperor, must learn a trade. The nations most progressive in industrial education are probably Germany, Austria, Belgium, France, Switzerland, and Sweden.

"Germany apparently prefers that the great body of her children shall enter the industries at the age of 14. The point is that Germany goes into the industry with the child; the hand of the child is kept within the hand of the State. The school to which he goes is called the continuation school, for in this school his education is continued. In the continuation school only the science and art of the trade is taught. The child there learns the relations of his particular factory task to the whole of his industry. He is taught scientifically the higher reaches of his industry, and up to the limit of his ability is made an accomplished and scientific factor in his industry.

"Love of work comes of efficiency in work. We like to do what we can do well.

"In the schools of Germany they take pride in the claim that their schools teach not only trades, but they teach duty, responsibility, discipline, work, order, and method.

"In Germany every trade is taught. In Munich, for instance, at very little expense and with marvelous efficiency, 47 trades are taught, including printing, lithographing, photography, stucco and ornamental sculpture, tinsmith, wigmaker, baker, hotel keeper (including hotel carving), wood carver, jeweler, merchant (including buying and selling), confectioner, pastry cook, butcher, tailor, clerk and office assistant, druggist, glazier,



coachman, saddler, trunk maker, cooper, upholsterer, potter, stovemaker, wheelwright, and watchmaker.

"Germany in the last 40 years has come from the position of an extremely poor country to an exceedingly rich one. She now annually invests abroad \$1,000,000,000 of her surplus capital after providing for the constant and great extension of her domestic interests. Last year she brought in from beyond her borders 1,000,000 operatives to assist in her factories her own happy, efficient army of industrial workers."

A. A. Johnson, principal La Crosse School of Agriculture and Domestic Economy at Onalaska, says:

"I feel that your bill, as I understand it, will be a great aid to the development of the agricultural resources throughout the United States."

Prof. Ely, of Wisconsin, declares:

"Industrial education, not for the few but for all people, for every boy and girl, born in the United States, without one exception, is the chief economic demand of our times.

"Comparatively little is attained by picking a few here and there and elevating them above the masses by technical schools. We want to extend the benefit of industrial schools to all alike."

H. L. Russell, dean of the University of Wisconsin, Madison, says:

"I have yours of the 4th instant and also a copy of the Senate bill 3. I am writing you to acknowledge receipt of same, which came in my absence, and would say that I expect to be in Washington with the executive committee of the Association of American Agricultural Colleges and Experiment Stations on Friday of this week, at which time matters relating to these bills will be taken up.

"There is no question of the need of vocational educational legislation, and I am heartily in favor of the proposition being pushed when it is evident that it is the right time to do it."

NOTE.—It is only fair to say that Dean Russell is opposed to some of the features of Senate bill 3 and so expressed himself at the meeting referred to in his letter, from which the above quotation is made.

T. S. Southgate, Milwaukee, says:

"Hope commercial congress will aid every possible way introduction and passage of Page vocational bill."



A BILL To cooperate with the States in encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools; in maintaining instruction in these vocational subjects in State normal schools; in maintaining extension departments in State colleges of agriculture and mechanic arts; and to appropriate money and regulate its expenditure.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That there shall be, *and hereby is,* appropriated, out of any money in the Treasury not otherwise appropriated, to be paid as hereinafter provided to the respective States ~~and Territories~~ and the District of Columbia, and to the departments named herein, for instruction in agriculture, the trades, and industries, and home economics, and for agricultural ~~experimentation~~ tests and demonstrations the several sums as provided in the following sections: *Provided,* That the States ~~and Territories~~ accepting the provisions of this Act shall receive for the respective lines of education and ~~research~~ development only such portions of the full amount to which each State ~~and Territory~~ would be entitled, of the respective funds to be used for the purpose of this Act, as in the judgment of the Secretary of the Interior it has made ample preparation to utilize to advantage, and such funds as would otherwise be allotted to the respective States, but as are not by him authorized to be used, shall remain in the Treasury: *And provided,* That the terms secondary schools, or schools of secondary grade, or high schools, as used in this Act shall mean schools offering courses in advance of the elementary schools and lower in grade than collegiate courses in the respective States.

For the maintenance of instruction in the trades and industries, home economics, and agriculture in public schools of secondary grade the sum of five million dollars, beginning with the fiscal year ending June thirtieth, nineteen hundred and ~~fifteen~~ sixteen, and annually thereafter, to be allotted to the States, ~~Territories,~~ and the District of Columbia in proportion to the school population between the ages of five and twenty, inclusive, as shall be determined by the next preceding Federal census ~~of nineteen hundred and ten~~.

For the maintenance of instruction in agriculture and home economics in State district agricultural schools of secondary grade, as ~~herein~~ provided in section two of this Act, the sum of four million dollars, for the fiscal year ending June thirtieth, nineteen hundred and ~~fifteen~~ sixteen, and annually thereafter, to be allotted to the States ~~and Territories~~ in proportion to the number of persons engaged in agricultural pursuits as shall be shown by the next preceding Federal census ~~of nineteen hundred and ten~~: *Provided,* That for each State ~~and Territory~~ with less than one hundred thousand people engaged in agriculture there is hereby appropriated for these State district secondary agricultural high schools the additional sum of five thousand dollars annually.

For the maintenance of branch ~~agricultural-experiment~~ field test and breeding stations, to be designated in this Act as branch stations, to



be located at the agricultural high schools provided for in this Act, *and* to be administered as parts of the respective State experiment stations now established in the respective States ~~and Territories~~, in accordance with the Act of Congress approved March second, eighteen hundred and eighty-seven, the sum of one million dollars for the fiscal year ending June thirtieth, nineteen hundred and ~~fifteen sixteen~~, and annually thereafter, to be allotted to the States ~~and Territories~~ in proportion to the number of persons engaged in agricultural pursuits as shall be shown by the *next preceding Federal census of nineteen hundred and ten*: *Provided*, That in each State ~~and Territory~~ with less than one hundred thousand people engaged in agriculture there is hereby appropriated for these branch ~~experiment~~ stations the additional sum of two thousand five hundred dollars annually: *Provided further*, That no State ~~or Territory~~ shall be entitled to its allotment for branch ~~experiment~~ station work until its legislature shall, by law, have provided for the annual maintenance of such *branch* stations a sum at least equal to that allotted annually *for this purpose* to the State ~~or Territory~~ under this Act; and the sum paid to each State ~~or Territory~~ for branch ~~experiment~~ stations shall be applied only to paying the necessary expenses of conducting, by such branch ~~experiment~~ stations, *experiments field tests, animal and plant breeding, and other scientific work* bearing directly on the agricultural industry of the United States, having due regard for the varying conditions and needs of the respective States ~~and Territories~~.

For the maintenance in each State college of agriculture and the mechanic arts established under the provisions of an Act of Congress approved July second, eighteen hundred and sixty-two, of an extension department devoted to giving instruction and demonstration in agriculture, the trades and industries, home economics, and rural affairs to persons not resident at these colleges, nor at the secondary and normal schools provided for in this Act, the sum of five hundred thousand dollars for the fiscal year ending June thirtieth, nineteen hundred and thirteen, and annually thereafter: *Provided*, That annually ten thousand dollars of this sum shall be allotted to each of the forty-eight States ~~and Territories~~ and twenty thousand dollars to the Office of Experiment Stations of the Department of Agriculture: *And provided*, That the additional sum of ~~two~~ *three* hundred thousand dollars shall be, and hereby is, appropriated for the year ending June thirtieth, nineteen hundred and fourteen; the additional sum of ~~four~~ *six* hundred thousand dollars for the year ending June thirtieth, nineteen hundred and fifteen; the additional sum of ~~six~~ *nine* hundred thousand dollars for the year ending June thirtieth nineteen hundred and sixteen; the additional sum of ~~eight~~ *one million two* hundred thousand dollars for the year ending June thirtieth, nineteen hundred and seventeen; the additional sum of *one million five hundred thousand* dollars for the year ending June thirtieth nineteen hundred and eighteen; *the additional sum of one million eight hundred thousand dollars for the year ending June thirtieth, nineteen hundred and nineteen; the additional sum of two million one hundred thousand dollars for the year ending June thirtieth, nineteen hundred and twenty; and the additional sum of two million four hundred thousand dollars for the year ending June thirtieth, nineteen hundred and twenty-one*, and annually thereafter; these additional sums to be allotted annually to the States



~~and Territories~~ in proportion to their population engaged in agriculture as shall be determined by the *next preceding Federal* census ~~of nineteen hundred and ten~~: *Provided*, That no State shall be entitled to any part or all of its allotment of these additional sums until its legislature shall by law provide for the establishment of an agricultural extension department *or division* in its college of agriculture and mechanic arts, and shall have provided as an appropriation for that work an amount at least equal to the additional amount annually allotted to the State for that purpose under this Act:—~~Provided, That, subject to the provisions of this Act, the legislature of any State or Territory may, with the consent of the Secretary of the Interior, establish all or part of this extension work in a State department of agriculture:~~ *And provided*, That the ~~Department~~ Secretary of Agriculture shall submit to Congress annually a report on extension work as provided for in this Act.

*For the preparation of persons to serve as teachers of the vocations of agriculture, trades and industries, and home economics, the sum of four hundred eighty thousand dollars annually, to be used under plans approved by the Secretary of the Interior in departments or divisions of education in the State colleges of agriculture and the mechanic arts of the respective States established under the Act of Congress approved July second, eighteen hundred and sixty-two, and the Acts supplementary thereto, the sum of ten thousand dollars for the year ending June thirtieth, nineteen hundred and thirteen, and annually thereafter.*

For the maintenance of instruction in agriculture, the trades and industries, and home economics in State ~~and Territorial~~ normal schools, the sum of one million dollars annually, commencing with the fiscal year ending June thirtieth, nineteen hundred and thirteen, and annually thereafter, to be allotted to the States ~~and Territories~~ and the District of Columbia in proportion to the school population *between the ages of five and twenty, inclusive*, as shall be determined by the *next preceding Federal* census ~~of nineteen hundred and ten~~: *Provided*, That in each State ~~and Territory~~ with less than three hundred thousand inhabitants there is hereby appropriated for normal-school instruction as herein provided the additional sum of three thousand dollars annually.

The sum of ~~thirty~~ *forty* thousand dollars annually, to be expended, under the direction of the Secretary of the Interior, in paying necessary expenses of administering this Act; in paying the expenses of cooperating with the respective departments and States ~~and Territories~~ designated in this Act; in developing the schools and courses of study provided for in this Act; in paying the expenses of preparing the reports provided for in this Act.

The sum of ~~twenty~~ *fifteen* thousand dollars annually, to be expended, under the direction of the Secretary of Agriculture, acting in cooperation with the Secretary of the Interior and the respective States ~~and Territories~~, in paying necessary expenses in administering this Act with reference to instruction and investigations in agriculture and home economics provided for in this Act; and the Secretary of Agriculture is hereby authorized to give the schools and branch ~~experiment~~ stations designated in this Act such advice and assistance as will best aid them in carrying out the provisions of this Act in its relations to ~~instruction and research in~~ agriculture, home economics, and rural affairs, and to issue reports thereon.



The sum of ~~twenty~~ fifteen thousand dollars annually, to be expended under the Secretary of Commerce and Labor, acting in cooperation with the Secretary of the Interior, and the respective States and Territories, in paying the necessary expenses of the administration of this Act with reference to ~~instruction and investigation~~ in the trades and industries provided for in this Act; and the Secretary of Commerce and Labor is hereby authorized to ~~give~~ *cooperate with the Secretary of the Interior in giving to* the schools designated in this Act such advice and assistance as will best aid them in carrying out the provisions of this Act in its relations to ~~instruction and research~~ in the trades and industries and ~~to issue in preparing~~ reports thereon.

SEC. 2. That each State and Territory, in order to secure the benefits of this Act, shall accept its provisions and shall divide the State and Territory into districts, providing in each district for one secondary agricultural school and *in connection therewith*, a branch ~~experiment~~ station, the total number of such districts in a given State or Territory to be not less than one for each fifteen counties nor more than one for each five counties and fraction of five counties; and shall enact laws providing for the allotment of the respective funds herein appropriated to the respective schools to which it may choose to allot funds under the provisions of this Act, and shall provide for the proper administration of the respective funds herein appropriated: *Provided, That any State may accept any one or more of the respective funds herein appropriated to it, and may defer the acceptance of any one or more of such funds, and shall be required to meet only those conditions imposed in relation to those funds which it has accepted.*

~~SEC. 3. That in States where separate schools and departments of schools and colleges are maintained for the colored race the allotment of money for the encouragement of instruction in the aforesaid vocations shall be in proportion to the population of the two races, respectively, and whether the districts for agricultural secondary schools for the two races are coterminous or not coterminous their total number shall be determined by the number of districts permissible under this act.~~

SEC 4. 3. That in case the legislature of any State or Territory has not been in session to comply with the terms of this Act the governor, acting for the State or Territory, may accept the provisions of this Act in its relation to *the preparation of teachers of the vocational subjects herein provided for in State colleges of agriculture and the mechanic arts, and in State normal schools*, and in relation to the determinate appropriation of ten thousand dollars for each State or Territory for college extension work pending the convening of the legislature.

SEC. 5 4. That the funds appropriated in this Act for instruction in ~~agricultural~~ secondary *agricultural* schools in the respective districts provided for in this Act shall be used only for distinctive studies in agriculture and home economics; the funds appropriated for instruction in public secondary schools shall be used only for distinctive instruction in the trades and industries, home economics, and agriculture, in separate schools organized for that purpose, or in separate units or courses organized as departments or divisions under a properly qualified head in regular secondary schools; *the funds appropriated for the preparation of teachers by State colleges of agriculture and the mechanic*



*arts shall be used by departments or divisions of education in these colleges in the preparation of teachers to instruct in agriculture, the trades and industries, and home economics; the funds appropriated for instruction in State and Territorial normal schools shall be used only for distinctive studies in agriculture, home economics, and the trades and industries in separate units and courses organized as departments or divisions under a properly qualified head; the funds appropriated for college-extension departments or divisions shall be used only for instruction and demonstrations in agriculture, home economics, and rural affairs, and the funds appropriated for branch stations shall be used only under plans approved by the directors of the State experiment stations of the respective States: Provided, That shorter courses shall be included in the respective secondary schools for persons permanently engaged in or experienced in agricultural, industrial, or home-making vocations; and continuation courses shall be included for persons not necessarily graduated from elementary schools who need opportunities offered by short or night vocational courses in the trades and industries or in home making or in agriculture, and instruction in these subjects may be given in the upper grades of the elementary schools.*

SEC. 6 5. That all States, Territories, and the District of Columbia accepting these funds shall provide other funds with which to pay the cost of providing the necessary lands and buildings, and to pay the cost of all instruction in secondary schools, normal schools, and State colleges of agriculture and mechanic arts in such other and general studies as shall complete well-rounded courses as provided in this Act, the main purposes of which are to give vocational as well as general preparation for agriculture, the trades and industries, and home making, or for the preparation of teachers in these subjects, suited to the needs of the respective sections and communities of the United States; and from and after the fiscal year ending June thirtieth, nineteen hundred and sixteen, there shall in no case be allotted, under the terms of this Act, to any school, college, course of study, or for any other purpose contemplated by this Act, more money than is supplied therefor by the State.

SEC. 7 6. That all printed matter issued from agricultural colleges for the furtherance of extension work as provided for in this Act shall be transmitted in the mails of the United States and dependencies free of charge for postage, under such regulations as the Postmaster General may from time to time prescribe.

SEC. 8. 7. That the sums hereby appropriated to the respective States and Territories and the District of Columbia for the maintenance of instruction in agriculture, trades and industries, and home economics, for branch agricultural experiment stations, for the preparation of teachers, and for college extension departments shall be annually paid, one-half on the first day of July of each year and one-half on the first day of January of each year, by the Secretary of the Treasury, upon the requisition of the Secretary of the Interior, out of the Treasury of the United States to the treasurer or other officer duly appointed by the governing boards or departments of the schools, colleges, and experiment branch stations designated by State law to receive the same: *Provided, That in any State there shall be no more than one State governing board or department thus designated for the college-extension-work colleges, agricultural secondary schools, and branch experiment stations, not more than one State board or department for State normal schools, and not more than one State board or department for public secondary schools.*



SEC. 8. That if any portion of the money allotted under this Act shall by any action or contingency be diminished or lost or misapplied it shall be replaced by said State, ~~Territory~~, or the District of Columbia, and until so replaced no subsequent appropriation shall be allotted or paid to such State, ~~Territory~~, or the District of Columbia: *Provided*, That no portion of said money shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, or rental of any building or buildings, nor to the purchase or rental of lands.

SEC. 9. That it shall be the duty of each institution receiving funds under this Act annually, on or before the first day of February, to make to the governor of the State ~~or Territory~~ or to the Commissioners of the District of Columbia, in which it is located, a full and detailed report of its operations, including a statement of all receipts and expenditures from all sources for these purposes, a copy of which shall be sent to the Secretary of the Interior, a copy to the Secretary of Agriculture, and a copy to the Secretary of Commerce and Labor; and on or before the first day of September in each year to make to the Secretary of the Interior, on blanks provided by him for that purpose, a detailed statement of receipts and expenditures of money under this Act during the preceding fiscal year.

SEC. 10. That the Secretary of the Interior, with the assistance of the Secretary of Agriculture and the Secretary of Commerce and Labor, is hereby charged with the proper administration of this law. That he shall annually ascertain whether the institutions receiving the benefits of this Act are using the funds granted them in accordance with the terms of this Act; that on or before the first day of July in each year, after this Act becomes operative, he shall certify to the Secretary of the Treasury as to each State ~~and Territory~~ and the District of Columbia whether it has complied with the provisions of this Act and is entitled to receive its share of the allotments herein provided for colleges, schools, and ~~experiment~~ *branch* stations under this Act, and the amounts which each institution is entitled to receive for the respective purposes named in this Act. If the Secretary of the Interior shall withhold a certificate from any State, ~~Territory~~, or the District of Columbia, for the whole or any part of its allotment, the facts and reasons therefor shall be reported to the President, and the amount involved shall be kept separately in the Treasury as a special fund until the close of the next Congress in order that the State, ~~Territory~~, or the District of Columbia may, if it shall so desire, appeal to Congress from the determination of the Secretary of the Interior. If the next Congress shall not direct such sum to be paid it shall be covered into the Treasury. He shall also make an annual report to Congress on the receipts and expenditures, and on the work of the schools *and colleges* to which allotments are made under this Act, and also whether the appropriation of any State, Territory, or the District of Columbia has been withheld, and if so, the reasons therefor, and he shall make one or more reports to Congress not later than June thirtieth, nineteen hundred and ~~fourteen~~ *fifteen*, concerning the organization of vocational education as provided for in this Act.

SEC. 11. That this Act shall take effect immediately on its passage.



Amend title so as to read:

"A bill to cooperate with the States in encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools; in preparing teachers for these vocational courses in State colleges of agriculture and mechanic arts; in maintaining instruction in these vocational subjects in State normal schools; in maintaining extension departments in State colleges of agriculture and the mechanic arts; and to appropriate money and regulate its expenditure."







# Calendar No. 348.

62D CONGRESS, }  
2d Session. -}

SENATE.

{ REPORT  
No. 405.

## VOCATIONAL EDUCATION.

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FEBRUARY 26, 1912.—Ordered to be printed.

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u. S.  
Mr. PAGE, from the Committee on Agriculture and Forestry, submitted the following

### REPORT.

[To accompany S. 3.]

The Committee on Agriculture and Forestry, having had under consideration the bill (S. 3) to cooperate with the States in encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools; in maintaining instruction in these vocational subjects in State normal schools; in maintaining extension departments in State colleges of agriculture and mechanic arts; and to appropriate money and regulate its expenditure, reports the same favorably with amendments, and as amended recommend that the bill do pass.

The bill as amended by this committee may be found at page 69 of this report.

The report of the subcommittee to whom the bill was referred, containing as it does the results of a somewhat extended correspondence with superintendents of public instruction and others directly interested in educational work along agricultural and industrial lines, is appended hereto and made a part of this report.

The report of the subcommittee is as follows:

*To the Committee on Agriculture and Forestry:*

On the 14th day of August, 1911, your committee, having under consideration Senate bill 3, viz, "A bill to cooperate with the States in encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools; in maintaining instruc-

Copy 2

tion in these vocational subjects in State normal schools; in maintaining extension departments in State colleges of agriculture and mechanic arts; and to appropriate money and regulate its expenditure,"

"*Resolved*, That Senator Page, as a subcommittee of one, be instructed to correspond with leading educators and others interested in the purposes of the proposed measure, and to report to the full committee the result of his investigation, and to submit a bill amended to conform to the suggestions he may receive from such correspondence or any he might have to make.

"And that the committee approves the general purposes of the bill."

In conformity with these resolutions, letters were written to the State superintendents of public instruction in every State, inviting a careful examination and criticism of the bill and requesting such suggestions as to amendments as would, in their judgment, perfect the bill and make it articulate with the school laws and school conditions of the several States.

Letters were also written to a large number of prominent educators in every section of the Union, inclosing a copy of the bill and asking their advice as to amendments which would perfect or improve the measure.

The response to these letters was quite general. In a very large majority of the replies the indorsements of the measure were unqualified and in many cases enthusiastic. Wherever local conditions seemed to demand amendments they were suggested, and only from a very few States were replies received which indicated disapproval of the general purposes of the bill.

Letters asking for suggestions of amendments were addressed not only to State superintendents of public instruction, but to the governors of the several States, to the heads of State agricultural colleges, and to men of known prominence in educational affairs in various walks of life, including editors of newspapers devoted to the trades and industries.

Replies were received from every State in the Union, except Wyoming.

With less than a half dozen exceptions, the replies received from State superintendents of public instruction were favorable—most of



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them enthusiastically so. A few were qualifiedly favorable, but suggested changes in the administrative features or in some of the less important details. Only two were unqualifiedly opposed to the bill.

A symposium giving brief extracts from letters received is herewith submitted and made a part of this report. Some of the opinions expressed at public hearings had before the Committee on Agriculture and Forestry in 1910 are also included.

Senators are earnestly urged to read the views of these educators as given in the symposium. Inasmuch as this matter was obtained pursuant to the committee's instructions, it was deemed proper to make it a part of its report. This symposium is replete with facts vital to a proper consideration of this great educational and industrial problem, and no one can read it without reaching the conclusion that public sentiment is thoroughly aroused to the necessity of the passage of this or similar legislation and that the General Government must proceed to blaze the trail in this matter or our progress along these all-important educational lines will be spasmodic, disjointed, ineffective, and extravagant.

Numerous organizations and associations throughout the country, having for their object the betterment of educational conditions, have placed their seal of approval upon this measure by adopting resolutions giving the bill practically unqualified indorsement. That the committee may be advised of the state of public sentiment as shown by these resolutions, it has been thought best to incorporate them in this report.

That this proposed legislation transcends all political lines is shown by the following quotations from President Taft, ex-President Roosevelt, Gov. Harmon, and the platform of the Democratic Party.

President Taft, in an address delivered by him at Kansas City September 25 last, says:

"The welfare of the people is so dependent on improved agricultural conditions that it seems wise to use the welfare clause of the Constitution to authorize the expenditure of money for improvement in agricultural education, and leave to the States and to private enterprise general and other vocational education."

Ex-President Roosevelt says:

"The passage of this bill would merely be putting into effect that cardinal American doctrine of furnishing a reasonable equality of opportunity of education and chance of develop-



ment to all our children, wherever they live and whatever may be their station in life. Such a Federal cooperation in technical education will help in many ways. It will mean much for country life, for the life of the family farm, for the life of those city workers who seek landed homes in the country near the city in which they work. It will mean much along the lines of the great policy of the conservation of the natural resources of our land. Finally, it will mean much to the nation of the future, because it will represent the effort to give exact justice and an equal opportunity for development to each of the boys and girls who in the future are to make up the Nation.

“Industrial training, training which will fit a girl to do work in the home, which will fit a boy to work in the shop if in a city, to work on a farm if in the country, is the most important of all training aside from that which develops character, and it is a grave reproach to us as a nation that we have permitted our training to lead the children away from the farm and shop instead of toward them.

“The school system should be aimed primarily to fit the scholar for actual life rather than for a university.

“I thoroughly believe that our people approve of the higher education, but I also believe that they are growing more and more to demand a reform in secondary schools which should fit the ordinary scholar for the actual work in life.

“I believe that the National Government should take an active part in securing better educational methods, in accordance with some such system as that outlined in the bill.

“It is not my place to speak of the details of such a bill, but in a general way I feel that the Nation should, by making appropriations, put a premium upon industrial and especially agricultural training in the State schools, the States themselves being required in these schools to contribute what is necessary for the ordinary training.

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“All this simply means that the Nation ought to cooperate with the State to help the people help themselves through better educational facilities, the schools being left wholly and directly under the control of the people through their local authorities, but suggestions and general oversight, as well as improvement, being supplied by the experts employed by the Nation.”



Gov. Harmon, in an article on "Back to the Land," says:

"The average yield of all farm products in this great agricultural country is not creditable. She makes a poor showing in comparison with other nations, poorer in that than in any other industry.

"The figures in the reports taken from the official records of Germany, England, France, and the Netherlands show that they raise from two to two and a half and three times more of all sorts of products to the acre than we do, and they have no better soil and no better climate. God has not smiled more brightly on any other land than ours.

"We have the soil, we have the rainfall, we have the climate. You can trust nature to produce if you give nature the chance. And yet, while all other lines of our industries have received a great impetus from intelligent thought, agriculture seems to have been largely passed by. Too widely the idea prevails that all a man has to do is to scratch the ground, throw some seed into it plow once in a while, and trust the Lord to do the rest.

"The most productive thing is practical intelligence properly applied, and this must be done in agriculture as well as anything else.

"What is the reason that the little country of France, which is not as big as one State in the American Union, could pay that enormous war indemnity to Germany, which everybody thought would break her up, and in 20 or 25 years after be the great creditor nation that she is to-day?

"They have 45,000 agricultural schools in France, every one of them with a little plat around it, where they not merely teach boys out of books but send them to the field to learn what must be done to make things grow under the smile of God; and the result is that France is the greatest producer and the greatest creditor nation in the world to-day, while we are just beginning to wake up in this country."

The Democratic national convention, held at Denver in 1908, incorporated into its platform the following plank:

"The Democratic Party favors the extension of agricultural, mechanical, and industrial education. We therefore favor the establishment of district agricultural experiment stations and

secondary agricultural and mechanical colleges in the several States."

That associations standing for the welfare of the laboring man are agreed as to the advisability of this legislation is shown by the following utterances of the National Association of Manufacturers on the one hand and the American Federation of Labor on the other.

The National Association of Manufacturers at its sixteenth annual meeting, held in New York City May 15, 16, and 17, 1911, resolved:

"That this association earnestly devote itself, with reasonable outlay of funds, to the promotion of industrial education, to the end that such education may be made available, as soon as possible, to every child who needs it.

"*Resolved*, That we favor the establishment in every community of continuation schools wherein the children of 14 to 18 years of age, now in the industries, shall be instructed in the science and art of their respective industries and in citizenship."

The American Federation of Labor, speaking through its president, Samuel Gompers, says:

"Under this proposed law the Federal Government, the States, and the local communities would be united in a cooperative movement to place within the reach of every boy and girl in the country the opportunity of securing both a general and a vocational education. The public high schools, which are mainly in our cities, would receive \$5,000,000 and the 300 to 400 agricultural high schools distributed throughout the farming regions \$4,000,000. Probably one-third the total sum appropriated would be used for the mechanical trades and industries, one-third for instruction of girls in home making, and one-third for agriculture. The \$1,000,000 proposed in this bill for State normal schools is in addition to the \$1,000,000 provided by the Nelson amendment of 1907 for use by the State colleges in the preparation of teachers of industrial subjects, provision thus being made to teach the teachers.

"The prosperity of a nation depends upon its industrial and commercial success, and in respect to these, success depends upon the training and intelligence of its citizens. It is therefore plainly evident that a national educational system determines its destiny.



“The compilation of statistics relating to the period of school attendance by the young of the country, the study of these statistics, and the result of the limited attendance of so large a proportion of the school population which they have disclosed, have attracted the attention not only of men engaged in educational effort but the people generally. The fact that so large a proportion of the boys in the United States are leaving school at or before the completion of an elementary course of instruction, that the major portion of them are subsequently to earn a living by the work of their hands, that at an early age they seek employment largely in unskilled industries because they are fitted for nothing better and because they are too young to enter upon the work of apprentices, even were that possible, and that the prospects of emergence from unskilled to skilled industries is so small, is attracting attention to the problem and demanding solution.”

It is probably true that there is no class of our people more earnest in their demands for this bill than the farmers. So far as known, they are absolutely unanimous in urging its passage. Among the recognized mouthpieces of the farmers, speaking as a body, is the National Grange, which, at its last meeting, in Columbus, Ohio, passed the following resolution:

“*Resolved*, That the National Grange in forty-fifth annual session assembled does hereby indorse the Page bill, Senate bill 3, to provide for vocational education in secondary schools, the training of teachers for these schools, agricultural extension, and agricultural demonstration.”

The International Dry Farming Congress, at its annual gathering at Colorado Springs, October 16-20, 1911, unanimously adopted the following resolutions:

“This congress reiterates the conviction voiced by former congresses in favor of financial Federal aid for rural education and agricultural extension, the same to be expended exclusively by the several States in the interests of agriculture, home economics, and the mechanic arts, and for preparing teachers for the same, and, as far as possible, to make use of the organizations now established in the several States. This congress urges upon its members that they use all legitimate

influence to the end that the coming session of the Congress of the United States may witness the enactment into law of a comprehensive plan for agricultural and vocational education and training in the common and high schools.

“Realizing that the results of agricultural education during the past two decades have demonstrated the equal importance of the education of the farm women along parallel lines with the education of the farmer, and also realizing that the carrying forward of agricultural propaganda, in so far as it relates to the establishment of happy, contented homes on all farms; and also realizing that home economics is greatly in need of experimental data for the systematizing of its field, this congress heartily indorses the bill now pending before the United States Senate which provides for a permanent annual appropriation to each State experiment station for the purpose of conducting original or confirmatory experiments dealing with the whole field of home economics, and requests our respective Senators and Representatives to urge this bill for early passage.”

The American Education and Cooperative Farmers' Union, at a joint meeting in St. Louis with the American Society of Equity, the two jointly representing several million farmers, passed a resolution approving the provisions of the vocational educational bill, and earnestly urged the Members of the United States Senate and House of Representatives to favor the bill.

While we recognize the fact that industrial and agricultural education is a subject in which federations of labor, associations of manufacturers, the National Grange, and other organizations of like character are deeply interested, it is probably true that men whose lives are devoted to educational work are best qualified to speak upon a measure dealing with education. The following are some of the more important resolutions adopted by national educational associations:

The National Educational Association at its convention held in Boston July 7, 1910, by a unanimous vote of the active members in session at that time, resolved—

“That while the members of this association are of the opinion that the old courses of study, which had as their chief object the giving of culture to the individual and of transmitting to



him the best ideas and ideals of the past, should in no manner be weakened, we nevertheless, very sincerely indorse the movement to make the courses of study offered in our schools more democratic, that they may meet the conditions of our modern commercial and industrial life. However, to meet adequately these new demands imposed upon the schools of the country additional financial responsibilities, and this association appeals to the Nation and to the States for more liberal appropriations for educational purposes in order that this additional work in agriculture, in the trades and industries, and home economics may be effectively undertaken."

At a meeting of leading educators gathered at Washington from different sections of the country December 14, 15, and 16, 1911—a meeting attended by men of national reputation in educational matters—the following resolution was unanimously adopted:

*"Resolved*, That the conference of friends of vocational education assembled in Washington December 14, 1911, select a committee on ways and means whose duty it shall be to further the interests of the Page bill, Senate bill 3, and to work for its successful passage."

At the recent International Congress of Farm Women, held at Colorado Springs, Colo., the following resolution was adopted:

*"Resolved*, That this congress indorses the vocational education bill now pending in the Congress of the United States whereby the States and Nation may combine in a comprehensive plan of effective vocational training in secondary schools, through which the rural elementary school may be benefited."

At a recent meeting of the Southern Educational Association held at Houston, Tex., the association adopted a series of resolutions demanding that—

"agricultural education should have its rightful place in the instruction of the rural population, and we heartily commend the efforts of the many agencies now at work to give training in this and allied subjects to the children in the rural districts"—and indorsed unqualifiedly the—

"bill introduced anew in the United States Senate by Senator Page as a measure calculated to promote most effectually and practically the secondary industrial training of both races."

The National Committee on Agricultural Education, representing the departments of public instruction and the normal schools of the several States, through its chairman, H. H. Seerley, president of the Iowa State College, says:

“We take pleasure in tendering you our cooperation and most efficient service to keep the matter before the country in the fields of education where we have influence. We sincerely hope the measure may become law at an early date and that the progress of practical education may be thereby greatly advanced.”

H. H. Seerley, president Iowa State Teachers' College, Cedar Falls, Iowa, writes:

“I take pleasure in informing you that at the recent meeting of the American agricultural colleges and experiment stations held in Columbus, Ohio, the educators present voted unanimously in favor of legislation providing for Federal aid in instruction in the public and secondary schools in agriculture, home economics, and the trades and industries, including manual training, and for the education and professional training of teachers for these schools in the several States, the plan proposed providing legislation for these schools in these States and leaving further details for the action of State legislatures.”

At a meeting of the department of superintendence of the National Educational Association, held at Indianapolis, a resolution was passed that—

“We favor the encouragement of agricultural education by National and State assistance.”

The National League of Industrial Education, through its president, Mr. Herbert Myrick, editor of the *Orange Judd weeklies*, of Springfield, Mass., gives to the measure the following most enthusiastic indorsement:

“The proposed plan of vocational education has been my special pride ever since it was suggested. I believe it will do more for the welfare of each and every section of the United States than any one measure now pending. Each dollar wisely expended under this bill will do more for the American people than each ten dollars or even each one hundred dollars spent on the Army and Navy.”



Perhaps one of the most spirited and interesting hearings devoted to educational matters was the one above referred to, held at Washington, December 14, 15, and 16 last. It was attended not only by those who were friendly to the measure, but by several who were opposed to some of the administrative and other minor features of the bill, among them being Dr. Thompson, president of the Ohio State University, and Dean Russell, of the University of Wisconsin.

The sessions lasted three days, and at the close of the second day's proceedings a committee of seven, including Dr. Thompson and Dean Russell, was appointed to take up the bill, section by section, in an endeavor to see if the measure could be so amended and perfected as to eliminate its objectionable features.

The other members of this committee were Hon. Coe I. Crawford, United States Senator from South Dakota; G. G. Dawe, managing director of the Southern Commercial Congress; Willet M. Hays, Assistant Secretary of Agriculture; Dr. P. P. Claxton, our newly appointed Commissioner of Education; and Dr. J. H. Connell, president of the Oklahoma State Agricultural and Mechanical College. This committee gave to the bill several hours of faithful consideration.

It would be a misstatement to say that the bill came forth from that committee in a form entirely satisfactory to all of its members, but it was so far satisfactory that when it was reported to the full meeting on the following day the resolution above quoted, authorizing the appointment of a committee to cooperate in the work of promoting the passage of the Page bill, was adopted without a dissenting voice.

This committee of seven to whom reference was made was unanimous in the opinion that so far as possible the bill should articulate with the school laws of the several States, and that in every case it should be optional with the States to avail themselves of as many features of the bill as were found to dovetail with the educational laws of the several States, whether it be in one or all of the directions indicated by the bill.

In conformity with this view, the committee was unanimously of the opinion that the bill should be amended by inserting the following proviso:

*“And provided further, That any State or Territory may accept any one or more of the respective funds hereby appropriated to*

it, and may defer the acceptance of any one or more of such funds, and shall be required to meet only those conditions imposed in relation to those funds which it has accepted."

It will thus be seen that it is entirely optional on the part of any State whether it shall or shall not avail itself of the benefits of this act, either wholly or in part.

Again, on the other hand, the leading thought of the bill has not for one moment been lost sight of, to wit: That this measure is to stimulate and encourage education along industrial and agricultural lines and the line of home economics; and after a State has made the proper preparation in the way of providing the required buildings and farm lands to enable it to take advantage of the act, it must then, in addition, appropriate at least as much for these educational purposes as is contributed by the Federal Government.

To meet this view of the bill, the following amendment was proposed and unanimously agreed to, to wit: At the end of section 6 add, "and from and after the fiscal year ending June thirtieth, nineteen hundred and sixteen, there shall in no case be allotted, under the terms of this act, to any school, college, course of study, or for any other purpose contemplated by this act, more money than is supplied therefor by the State."

While the bill has been made as elastic as possible, to the end that its provisions may conform to the educational conditions in the several States as perfectly as is practicable, nevertheless the utmost care has been taken to see that the funds appropriated by this act shall not be diverted to the general educational work of the several States, nor be used for the purchase or rental of either land or buildings. It is thought that this feature of the bill is satisfactorily safeguarded by the following provision:

"That all the States, Territories, and the District of Columbia accepting these funds shall provide other funds with which to pay the cost of providing the necessary lands and buildings, and to pay the cost of all instruction in secondary schools, normal schools, and agricultural and mechanical colleges in such other and general studies as shall complete well-rounded courses, as provided in this act, the main purposes of which are to give vocational as well as general preparation for agriculture, the trades and industries, and home making, and for the preparation of teachers in



these subjects suited to the needs of the respective sections and communities of the United States."

The bill contemplates night courses of instruction for those boys and girls who, after reaching the seventh or eighth grade in the grammar school, and before reaching the age when they enter their apprenticeships or take up a life work, are compelled to become breadwinners for the family. The language of the provision having this purpose in view is as follows:

*"Provided, That shorter courses shall be included in the respective secondary schools for persons permanently engaged in or experienced in agricultural, industrial, or home-making vocations; and continuation courses shall be included for persons, not necessarily graduated from elementary schools, who need opportunities offered by short or night vocational courses in the trades and industries, or in home making, or in agriculture; and instruction in these subjects in the upper elementary school grades may be included."*

The discussion which took place at the meeting December 14-16, above referred to, brought out the fact that a large majority of the States will be unable to immediately avail themselves of the benefits of the larger appropriations under this bill, because of the fact that they lack properly equipped teachers. It was therefore deemed best to amend the bill by making the year ending June 30, 1916, rather than that ending June 30, 1915, the first year to which the larger appropriations should apply and be made available, and this later date—1916—is therefore named in the bill as amended.

This change will not only give the States ample time to prepare for the education of teachers, but it gives them ample opportunity to enact any legislation which may seem to be necessary to make the State laws harmonize with the national law; and it hardly need be said that if during the next three years it should be found that any minor changes not affecting the fundamental principles of the bill are desirable the National Congress will be quick to correct any defects which are discovered.

This extension of the time within which the main appropriations of the bill are to be made available—from 1915 to 1916—is unquestionably wise under any view of the matter, but particularly so on account of the present condition of our national finances.

### What the bill appropriates:

First. For the annual expense of administration, commencing with the fiscal year ending June 30, 1913, and annually thereafter.....	\$70, 000
Second. For the education of teachers for the fiscal year ending June 30, 1913, and annually thereafter.....	1, 492, 000
Third. For extension work, so-called, \$500,000 for the fiscal year ending June 30, 1913, increasing this sum by \$300,000 annually until 1921, when it reaches the maximum sum (which is thereafter annually appropriated) of.....	2, 900, 000
Fourth. For the maintenance of instruction in the trades and industries, home economics, and agriculture in the public schools of secondary grade for the fiscal year ending June 30, 1916, and annually thereafter..	5, 000, 000
Fifth. For the maintenance of instruction in agriculture and home economics in State district agricultural schools for the fiscal year ending June 30, 1916, and annually thereafter.....	4, 000, 000
Sixth. For the maintenance of branch field test and breeding stations to be located at the agricultural high schools provided for by this bill for the fiscal year ending June 30, 1916, and annually thereafter.....	1, 000, 000
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Making the maximum expenditure in 1921 and annually thereafter, provided every State shall avail itself of every appropriation made by the bill.....	14, 462, 000

This maximum sum involves an annual cost of less than 14 cents per capita of our population.

It is claimed—and there are probably some grounds for the claim—that Germany is distancing the United States in the race for commercial supremacy. Men who have studied this problem thoroughly are of the opinion that this condition, if it exists, is largely the result of the better educational advantages, along industrial lines, which that nation provides for her boys. Germany gives to her boys, who because of the fact that they must at the age of 14 and after they have passed from the grammar grades become breadwinners, what is known as continuation courses of study. She examines into the mental and physical condition of these boys, their idiosyncrasies and characteristics, and furnishes them the advantages of the continuation courses of study suggested by such examinations.

The American people have for a century been deceiving themselves with the idea that they were becoming vastly wealthy, whereas the facts are that the wealth was here a hundred years ago in our own virgin forests, our farm lands of practically inestimable worth, our mines, and our quarries. We have been exploiting that wealth and,



so far as our farms are concerned, we have been capitalizing our fertilization, until to-day we have in many sections of our country exhausted the productivity of our soil.

It is not a question of whether we ought or ought not to teach the rising generation of farmers methods by which this depletion of our soils may be checked. We must do it, or the 150,000,000 people who, under ordinary conditions, will occupy this land 30 years hence must derive their foodstuffs from some other section of the globe.

It is an error to regard the appropriations called for by this bill as an expense. As a matter of fact, they are investments—absolutely necessary investments—from an economic standpoint, to say nothing about that infinitely greater question of duty to the American boy, who is entitled to that equality of opportunity which we do not now give him and which we can not give him in any other way than by so enlarging his sphere of education that he may enter upon his life work equipped as Germany, Switzerland, Norway, Sweden, and other European countries equip their sons.

Those who read the accompanying symposium will observe that the leading thought of those who are chiefly interested in the \$4,000,000 appropriation for agricultural schools is the solution of the great economic problem which confronts us, to wit, that something must be done to change our agricultural conditions, to the end that we may not, within the next 10 or 20 years, be importers rather than exporters of foodstuffs.

At the request of your committee the Commissioner of Education has furnished the following statement as to the number of scholars, respectively, in the elementary or grammar grades, the high schools, and the colleges, together with the percentage of cost for each class. It will probably surprise those who have not given the matter much consideration to learn that only 1.71 per cent are in the college grades; only 5.35 per cent in the secondary, or high-school, grades. The great mass of our boys—to be exact, 92.93 per cent—are in the elementary grades.

The commissioner's report shows that we are taking splendid care of those who enjoy the benefits of high-school and college courses—the 7 per cent—but we are not doing our duty to the other 93 per cent—the children of those who, by reason of having to become the bread-winners of the family, do not pass beyond the elementary grades.

The commissioner states that the cost of pupils in the elementary grades is \$21.78 per capita; of those in the public high schools, \$45; of those in the university, \$280.

The following table, which accompanied his statement, showing cost of elementary, secondary, and higher (college) grades, is deemed of interest, and is therefore inserted here:

*Per cent of enrollment and per cent of cost for the three grades in 1908-9.*

Grades.	Per cent of enrollment.	Per cent of cost.
Elementary.....	92.93	74.68
Secondary.....	5.35	10.08
Higher.....	1.71	15.24

Little respect should be accorded the man who would intentionally deprecate the liberal expenditure made for the maintenance of the splendid colleges and universities that are doing so much for the progress and prosperity of our land; but we should have no more respect for the man who, having enjoyed a college education, is inclined to oppose, because of the expense, the training necessary to equip with sufficient education to enable them to become good self-respecting, self-supporting citizens, those who are so situated that they can not avail themselves of a college course.

It will not answer for any man to say that this bill is extravagant, that it appropriates too much, that it is too liberal with the sons of those who toil, unless he is at the same time able to point out some other and better method whereby the boy may be equipped for his life work. To-day, in far too large numbers, these boys, through no fault of their own, are drifting into a cheap and oftentimes criminal manhood, and their lack of educational advantages and their environment are responsible for this condition.

No one can read the compendium of opinions which are submitted herewith as a part of this report without reaching the conclusion that the great mass of the American people demand that something be done. The field is already white for the harvest. To turn a deaf ear to these appeals is to develop within the next decade a generation of malcontents and anarchists, and all because we are unwilling to appropriate the insignificant sum of 14 cents per capita per annum from the Public Treasury for a cause more pregnant with importance



from a legislative standpoint than any other that now is, or for 50 years has been, before the American people.

As a result of this correspondence and of the investigations made a bill amended and perfected according to the best light shed upon this measure by the correspondence is herewith submitted, and your subcommittee respectfully recommends that as amended the bill be favorably reported to the Senate.

CARROLL S. PAGE,  
*Subcommittee.*

The following symposium is largely made up of excerpts from communications received in response to letters sent out by Senator Page, by direction of the Senate Committee on Agriculture and Forestry, to State superintendents of public instruction, presidents of agricultural colleges, and others prominent in the cause of agricultural and industrial education. In some cases they have come from other sources.

They are classified by States, and the different lines of thought emanating from the North, East, South, and West are especially interesting, when considered sectionally, as showing the favorable trend of public sentiment with reference to this important economic, industrial, and educational problem.

Collectively, they seem to show beyond question that the American people are in favor of immediate action by the National Congress on this important subject, and that they will regard any longer delay in cooperation between the Federal Government and the States as not in the line of true economy. It probably is no exaggeration to say that more than 95 per cent of all these extracts from letters, trade journals, etc., are commendatory of the fundamental principles of this bill, although the bill as it was originally drawn received more or less criticism as to its minor details.

It is probably true that wherever Senate bill No. 3 has been under discussion there has been a practical unanimity of sentiment in favor of its hearty indorsement. In very rare instances where the bill has seemed to raise some doubts as to its effect upon agricultural colleges there has been some criticism upon the minor features of the bill, but in only 2 of the 48 States and Territories have the main features of the bill have been opposed.

### ALABAMA.

J. A. Wilkinson, commissioner of agriculture and industries, says:

“We of Alabama are very much interested and concerned about vocational education, and we believe that the time is at hand when the Federal Government should move in this direction.

"I believe that if the Federal Government would make an appropriation and lead the States in this movement, this would be one of the wisest steps that could possibly be taken by our great statesmen in Washington."

James X. Powers, president State Normal College, Florence, says:

"I have read the bill with interest, and hope to see it passed at an early day."

J. W. Watson, A. B., president of the first district agricultural school, Jackson, says:

"I am heartily in favor of the vocational educational bill, which is now pending in Congress, and I sincerely hope that it will pass. The progress of vocational education is very much retarded because of lack of funds; in fact, as I see and understand the situation in the States, very little progress can be made along agricultural and industrial lines until Congress comes to our rescue and gives us an appropriation."

### ARIZONA.

R. H. Forbes, University of Arizona, Tucson, says:

"Replying to yours of December 4, allow me to express my heartiest appreciation of the motives actuating Senate bill No. 3, a copy of which you have just forwarded me."

### ARKANSAS.

George B. Cook, State superintendent of public instruction, Little Rock, says:

"I regret it is impossible to attend conference, but send hearty indorsement of Page bill and assure you of most cordial cooperation of the Arkansas department of public instruction and myself personally. This measure specifically recognizes the most important duty that rests upon the Nation as well as upon the individual, community, and State the duty of training for citizenship through public schools."

J. J. Doyne, president Arkansas State Normal School, Canway, says:

"Permit me to urge that you use your influence as far as possible in securing the passage of the Page bill, entitled 'A bill to cooperate with the States,' etc. No measure that has been presented for years, it seems to me, means so much to the rapid advancement of those measures so vital to the prosperity of our country. I beg to assure you that aught that you may do or say in behalf of the measure will be appreciated by its many friends."



Victor C. Kays, State Agricultural School, Jonesboro, says:

"This bill is one of vital interest to the farming people, not only of the South, but of the whole country. On our farming people depends the prosperity of the rest of our population. Heretofore the farmer has received little recognition along the lines of instruction from the Federal Government. When we compare the expenditure for the uplift of the farming people with those which have been made for other classes of our population and for other purposes which are not constructive in their nature, the sums meted to agriculture and the mechanic arts seem to be a mere pittance. The people throughout this State are thoroughly alive to the benefit to be derived from aid of this sort, and they are watching the acts of their Representatives with a great deal of interest to see that every effort is put forth for the passage of this bill, which seems to us to be best adapted to our needs at the present time. It would seem, with the proper direction of the efforts of our statesmen who are interested in benefiting the condition of the agricultural community, that this bill should become a law. I hope that you will use every effort to assist us in this matter, and trust that you will call on any or all of us, who are vitally interested in this measure, for any assistance which we may be able to give you whatsoever.'"

H. G. Spaulding, secretary of the chamber of commerce, Pine Bluff, says:

"I have read your letter carefully, and also the accompanying copy of your bill and the indorsements thereof, and wish to say that it will have my unqualified support in every way. I will take occasion to review your measure in the forthcoming issue of *Back to the Land*, and will urge our people to secure the support of their Senators therefor."

### CALIFORNIA.

Edward Hyatt, State superintendent of public instruction, Sacramento, says:

"Please count me in to do everything I can in my bailiwick for the Page bill. You are free to quote me to any desired extent as favoring the bill and being ready to further its interest in all legitimate ways."

Daily Journal of Commerce, San Francisco, says:

"Senator Page in moving this reform is doubtless acting under an impulse aroused by the fact that the day seems to have arrived when the United States can no longer rely for a balance of trade in the commerce of the world upon her exports of grain. It has become apparent that the population of the country has reached proportions that demand the retention of too large a proportion of its grain and some other products heretofore freely exported to enable it to offset its importations with these exports, and that in order to increase the yield of cereals and other agricultural products better methods of farming must be introduced. It is also necessary to improve industrial conditions in order to be able to compete with other nations in manufactures."



## COLORADO.

Hon. S. Guggenheim, United States Senator from Colorado, says:

"I have your letter of the 13th instant relative to Senate bill 3, introduced by you, a bill to cooperate with the States in encouraging instruction in agriculture, etc., and I shall be very glad to read the inclosures forwarded by you, as I am in hearty sympathy with the purposes of the bill."

At a meeting of the Colorado Teachers' Association a resolution formally indorsing Senate bill 3 was adopted, and at a later meeting of the educational council of Colorado the committee on vocational instruction made a report strongly favoring the enactment of Senate bill 3 and indorsed the action of the Colorado Teachers' Association.

## CONNECTICUT.

Charles L. Beach, president of the Connecticut Agricultural College, Storrs, says:

"I am heartily in favor of the passage of a bill in aid of agricultural extension. The results from an investment of this character promise large returns, and I trust that the present Congress may take favorable action upon this important measure."

Charles D. Hine, secretary of the Connecticut State Board of Education, Hartford, writes:

"Your letter of December 2 and the accompanying bill and expressions of opinion were laid before the State board of education. At a meeting held December 19, 1911, the following vote was passed: Voted, that this board does not approve the bill before Congress entitled 'A bill to cooperate with the States in agriculture, the trades and industries, and home economics in secondary schools; in maintaining instruction in these vocational subjects in State normal schools; in maintaining extension departments in State colleges of agriculture and mechanic arts, and to appropriate money and regulate its expenditure.' "

## DELAWARE.

H. Hayward, of the Delaware State Board of Education, expressed his approval of the Page bill by offering to come to Washington to aid in the passage of the measure, if necessary. His telegram is as follows:

"Will my presence at Page bill conference to-morrow aid in any way the passage of his bill? I represent Delaware College and Delaware State Board of Education."

## DISTRICT OF COLUMBIA.

Clarence J. Owens, secretary-treasurer of the Southern Commercial Congress, Washington, D. C., says:

"The Southern Commercial Congress, through its executive officers, has approved the Page vocational education bill now



pending in the Senate. Without sectional or political motives the Southern Commercial Congress has been named by friends of this measure as the national headquarters for the advocacy of the passage of the bill."

Dr. Myers, principal of the McKinley Manual Training School at Washington, D. C., says:

"After considerable study of the subject, with particular attention to Germany, which is far ahead of other countries in training for the industries, I am forced to the conclusion that a satisfactory system of industrial education in this country must include a working over of the elementary school curriculum in such a way as to make the industrial activities of the community the vitalizing factor in it."

Dr. William Davison, newly elected superintendent of public schools, District of Columbia, says:

"I am in favor of working out further the idea of introducing vocational subjects into the curriculum of the schools. People are beginning to realize that boys and girls must be taught to earn a living and that they can not spend their entire time in studying so-called classical subjects. All children must be educated on their ethical side and must be taught about the higher things of life, but they must also be taught that they must support themselves and be given lessons in how to earn money. Our schools should be well balanced, with both these ideas kept well to the front."

"I have just written a letter giving my hearty indorsement to the Page bill known as Senate bill No. 3.

"I am exceedingly pleased to know that you have received such an unqualified and hearty indorsement of your bill from the State superintendents of the public institutions throughout the country."

Mr. Myron Germain Jones, director of education in the Washington Young Men's Christian Association, says:

"What private initiative has amply attested as wise and needed; what careful investigations of educational leaders, economists, and captains of industry have clearly shown to be the new demand if we are to be a nation of producers; what States like Minnesota, Iowa, Ohio, and Massachusetts have already done in consolidated rural schools and in trade training systems related to local industry, would all go to demonstrate the desirability of enacting the provisions of this bill into our Federal scheme of education, and that without delay.

"This educational work is democratic and Christlike because of its humbler aims—humbler as regards culture, per se, but vaster as regards humanity. It aims not, like the university, to reach and teach a maximum of knowledge and truth, but to evolve the maximum of individual manhood; to reach down to the man who has not had a chance, to help him up, to put his feet on the first step he can now reach, to help him upward, stair by stair,



as he is able to advance, not necessarily to the highest reach of truth and knowledge attainable by man, but to the highest attainable by this man, practicable for him; to make his life the greatest, richest, and most helpful it can be made within his span of being."

The Evening Star, Washington, D. C., says:

"The rural educational problem is one that has long been neglected. It is also one of the most important problems of the present day. Fifty-five per cent of the population of the United States live in rural districts and in small villages. Sixty-five per cent of the children are there. In many parts of the country we still have the one-room school, where the teacher is supervisor, principal, superintendent, and teacher all in one.

"Too many boys are being turned loose in the world to live in a makeshift way; turned loose without any one desirable thing having been well enough learned to make a living at it. A good brick mason is surer of a comfortable life than an indifferent lawyer and is a bigger factor in the upbuilding of the world."

### FLORIDA.

William Halloway, State superintendent of public instruction, Tallahassee, says:

"The State department of education and the friends of education throughout Florida are strongly in favor of the passage of the Page bill."

J. J. Vernon, dean of the College of Agriculture, University of Florida, says:

"The Page bill, Senate 3, is both practical and comprehensive. It is the best bill yet offered having for its purpose the training of the sadly neglected masses. It is socially and economically sound. Congressional action is necessary to draw out backward States. The action of Congress is urgently needed. I indorse the Page bill."

### GEORGIA.

M. L. Brittain, State superintendent of education, Atlanta, says:

"I feel a great interest in the Page bill. It seems to me that the measure proposed is directed toward a vital need. It so happens that, through the concentration of wealth in urban localities, the child in the city and town receives from two to ten times as much educational assistance as the one on the farm. This, too, despite the fact that we are all dependent upon the results of the work of those engaged in agriculture.

"I earnestly hope that the bill will pass, and that in this way more help may be given to each State to promote rural life and prosperity."



Southern Machinery, Atlanta, says:

“That industrial education has assumed national importance and is attracting attention throughout the United States is shown by a bill recently introduced in the Senate by Senator Carroll S. Page, with a view to Government aid to the States in promoting a better system of education along agricultural and industrial lines and in home economics. The bill as it stands at present may not be entirely satisfactory in every respect, but the subject is worthy the best thought of the Nation. Industrial education has been tried in a comparatively small way and found to be helpful. It has passed the experimental stage and bids fair to become one of the most important branches of public instruction.”

Hon. G. Gunby Jorden, president board of education, Columbus, says:

“From a long experience in manufacturing and in farming, together with continued service for several years as a trustee in one of the State schools of agriculture in Georgia, and as president of the board of education of Columbus, Ga., I have had opportunities in forming a very decided opinion upon the necessity for vocational education in the United States. I have never had occasion to change my views as to the great necessity for Federal aid in this regard.

“A thorough training of the youths of this land in industrial, agricultural, and vocational work would save untold millions, wasted now in senseless strikes and pitiless lockouts, by a better and saner acquaintance between capital and labor.

“The Federal Government, in my opinion, dealing equitably and fairly with all the States and Territories in this regard, is not only well within its constitutional rights, but could make no appropriation of money which would so soon, so thoroughly, and so lastingly benefit the people.”

#### IDAHO.

G. M. Shepherd, State superintendent of public instruction, Boise, says:

“It may please you to know that at a meeting of the Idaho State Teachers' Association, held January 4 to 6, the association passed a resolution urging our Representatives in Congress to do all in their power to pass Senate bill 3.

“I sincerely hope the bill will pass Congress at this session. I am particularly desirous that it pass at this time so that at our next legislature we may pass laws in harmony with the Page bill. The greater part of our State is agricultural and we need schools such as the bill makes possible. Too long has our educational system been at fault in that it did not prepare our boys and girls for useful citizenship. We need to educate them for the farm and the trades rather than away from them.

“I hope a few narrow-minded people who are always crying expense will be able to see that this is one of the greatest and



best pieces of legislation for the welfare of the Nation that has ever been introduced.

"We will be glad to assist in any way we can to secure the passage of this bill."

### ILLINOIS.

Hon. C. S. Deneen, governor of Illinois, says:

"Since acknowledging the receipt of your letter of the 11th instant, I have read the bill inclosed and I am in sympathy with its provisions concerning the introduction of vocational instruction in the public schools of the secondary class. These provisions are in harmony with the suggestions and recommendations of our State educational commission, which has just completed a codification of our school laws and the preparation of courses of study in agriculture, manual training, and domestic science for use in these schools, as well as in the country schools of the State.

"With the general purpose of the bill to further the introduction into the public-school system of the States of education in the practical arts and sciences, I am in hearty accord."

Edwin G. Cooley, former superintendent of the Chicago public schools, says:

"America's resources, though great, are not infinite, and we must learn the lesson of efficiency in work if we are to maintain our place. We can become a true democracy only when we are as much concerned about training a good blacksmith as we are about training a good lawyer—when our system of schools offers equal opportunities to all."

Mr. Frank M. Leavitt, associate professor of industrial education in the University of Chicago, says:

"Your letter of June 17 addressed to the editor of the School Review, Chicago, Ill., is referred to me for a reply. I have been interested in every effort of Congress to enact legislation relating to the advancement of agriculture and industrial arts since the introduction of the Davis bill. We would be only too glad to do anything in our power to advance the cause.

"The purpose of the proposed legislation seems to be to provide well-rounded vocational courses as well as general preparation for agriculture, trades, and industries, and home making suited to the respective sections of the United States. It includes encouragement for those permanently engaged in these vocations, and 'not necessarily graduated for elementary schools,' by the establishment of short, practical courses. It purposes to promote earlier interest in the scientific study of these fundamental human activities by giving appropriate instruction in specialized normal courses. The movement to furnish an adequate education for the agricultural and industrial workers of the country is now well under way, and renewed interest would certainly be stimulated by the passage of the Page bill. The bill deserves the careful reading and, we believe, the active support of those who hope for the rapid extension of free public education."



The editor of the Farm Home, Springfield, says:

"This office will take great pleasure in aiding you in any possible way in the passage of the bill."

The editor of the American Bee Journal, Chicago, says:

"I am in hearty accord with your effort and trust that it may be successful."

The editor of the Farmers' Review, Chicago, says:

"I consider this measure along the right line. There is no doubt of the need of greater activity along this line for our public schools. It should be included in every school curriculum."

The editor of the National Food Magazine, of Chicago, says:

"This measure has our hearty approval and best wishes for its success. After looking over its provisions carefully, we can see no good reason for opposition to it, as the lack of instruction in agricultural trades and industries is the main reason why America is now falling behind Germany in the race for commercial supremacy."

Mr. Charles H. Smith, editor School Science and Mathematics, Chicago, says:

"I have read with interest your bill which has in view the giving of Government aid to the States in promoting a better system of education along agricultural and industrial lines. It is right in line with one of the many subjects of education for which this journal stands. We will be pleased to do what we can to secure its passage by bringing it before our readers. I have no criticisms to make on it; the purpose for which it is intended is clearly stated."

Mr. B. F. Harris, president Illinois Bankers' Association, vice president First National Bank, Champaign, writes:

"Your letter of July 26, stating that you had sent me copy of your Senate bill 3, including the bill, is duly received. There is no question that work and appropriation along this line is needed, but just how to accomplish the best results in the shortest time is the rub. I am chairman of the Illinois Bankers' Association committee on agriculture and vocational education; also president of the Bankers' Association. Our committee is to conduct a program at the annual bankers' meeting October 11, at Springfield, Ill., and we have secured Mr. James J. Hill as our chief speaker.

"I will be obliged if you will send me 8 or 10 copies of your bill, which I may submit to our committee and others interested, so that they may digest the same. We are all working for the same end, and we ought to be able to get together on the right sort of bill."

The Banker, Chicago, says:

“Senator Page’s bill for added Federal aid to agricultural colleges and normal schools and for the extension of instruction in agriculture, trades, and industries has been indorsed at Washington at a conference at which were present Senator Fletcher, of Florida, and Senator Hoke Smith, of Georgia, Henry G. Williams, of the National Educational Association, and others. The bill proposes to increase eventually Federal aid to agricultural colleges to about \$12,000,000 a year.”

The Argus, Rock Island, says:

“Among the mass of measures pending in Congress is one fathered by Senator Page, of Vermont, that possesses exceptional merit. It provides for the promotion of vocational, and especially agricultural, training in the public schools.

“The Illinois Educational Association at its recent convention approved this advanced teaching. The State is making large appropriations for agricultural and vocational training in the public schools, but the demand exceeds the available resources of the State treasury. The importance of these branches of education is becoming more apparent from year to year, and their value in promoting the general welfare can not be overestimated.”

### INDIANA.

Charles A. Greathouse, State superintendent of public instruction, says:

“It will be impossible for me to be present at the meeting in Washington December 14, 15, and 16, nor shall I be able to send a representative from this department at that time.

“The measure you are supporting is certainly a valuable one, and I regret my inability at this time to be with you in promoting this measure.”

J. M. Studebaker, president Studebaker corporation, South Bend, says:

“I hail with entire approval the growing tendency to foster education of a practical nature having to do with the affairs of the shop and the farm, and it seems to me that this is especially desirable with reference to agriculture. I am satisfied that in no direction can aid be applied where it will bring such returns as when bestowed in diffusing intelligence respecting improved methods of farming. Our prosperity depends in great measure on the success of our farming communities. Increase the good fortune of the farmer and advantage results to the whole country. I like immensely the sentiment with which you conclude your epitome of the proposed legislation—‘A greater nation through a greater common people.’”

J. B. Conner, editor Indiana Farmer, Indianapolis, says:

“We have the letter of your secretary, with inclosures in regard to the splendid movement proposed in Congress in Senate bill 3, by Senator Page, of Vermont.



"We have had correspondence with Senator Page on this subject, and have already strongly urged this bill.

"The whole country is coming more and more to understand that the productive forces of the Nation and the home economics are the factors making it great and strong, and that whatever measures are taken to develop and build up these are the greatest functions underlying public legislation. Looking to this great work is a bill now pending in Congress, known as Senate bill 3. The Indiana Farmer has been strongly advocating the features of this bill, and will take pleasure in cooperating in the promotion of its passage, as we believe it is an exceedingly important matter to the whole country."

### IOWA.

H. H. Seerley, chairman national committee on agricultural education, and president of the Iowa State Teachers' College, Cedar Falls, says:

"The education of the whole people is so important and the training of teachers to do the work is so imperative that the United States should have a hand in the business. The State superintendents and the State normal schools give their enthusiastic support to the Page bill. It ought to be treated as one of the greatest measures of this age, as it means the betterment of the whole country.

"Appropriations thus made will help the people to be self-reliant, self-directive, and self-supporting, and, in the end, bring returns in citizenship and in prosperity that can not be estimated. The making of this measure into the law of the land would produce a revolution in educational lines that would create a new era of enterprise and progress.

"Our present legislature is passing a bill that will introduce to a limited extent agriculture and domestic arts into at least 100 high schools during the coming year. This will be a step in the right direction, but the problem involves matters of such great importance to the country industrially that such slow procedure is hardly satisfactory.

"I trust that the National Government may see fit to become cooperator in educational advancement as well as in other lines already so thoroughly indorsed."

Albert M. Deyoe, State superintendent of public instruction, Des Moines, says:

"I wish to thank you for a copy of Senate bill 3. I heartily approve of this measure, and wish to assure you that you may depend upon my support in bringing about its passage.

"I believe that encouragement and assistance from a national source would be a great incentive to the promotion of vocational training in all the States. I believe there is no issue of more vital importance in the United States to-day than the matter of constructive legislation along educational lines."

G. F. Curtiss, of the Iowa State College of Agriculture and Mechanic Arts, says:

"I am pleased to give the bill my hearty indorsement. The public-school system of America is lamentably weak in failing to make provision for this kind of education. The United States can not hope to hold a leading place among the industrial nations without the training of young men for efficient service in industrial work.

"This problem lies at the foundation of industrial prosperity in all sections of our country, and the passage of this measure is of vital importance and ought not to be long delayed."

J. F. Monk, of Tobin College, Iowa, says:

"We sincerely trust that you may be able to secure the legislation of this character, for a comparatively small investment along these lines will certainly bring immense returns in the future."

The editor of Pierce's Farm Weeklies, of Des Moines, the Iowa Homestead, Wisconsin Farmer, and Farmer and Stockman, says:

"We are greatly interested in this matter, and intend to comment quite liberally upon your bill in an early number of Pierce's Farm Weeklies."

The editor of Kimball's Daily Farmer, Waterloo, says:

"You are to be most heartily congratulated upon having introduced a bill of such far-reaching significance. Your bill most certainly ought to pass, and you may count upon us to do whatever we can to promote its popularity."

The editor of the Creamery Journal, of Waterloo, says:

"It seems to me that you have struck a very important line of work. There is no question whatever but that the Government should take an active part in this great educational movement, and you may count upon us for support."

The editor of Successful Farming, Des Moines, writes:

"The prosperity of the world depends on successful farming, and successful farming depends upon the rural schools. I hope your efforts will meet with success."

The editor of Kimball's Dairy Farmer of Waterloo, writes Senator Cummins a letter which contains an exceedingly intelligent statement showing the way in which the farmers of the West look upon Senate bill 3. He says:

"I hope that you will give your hearty support to the bill S. 3, introduced by Mr. Page.



"I have been in position to know the need of instruction of this kind. In every village, town, and city there are many young people to whom the public schools are distasteful because they do not offer work that is of vital interest in fighting the battle for bread.

"The purpose of such schools is to develop citizens. The courses that are being offered tend to stimulate mental activity and to cultivate an appreciation of literature and art. Both of these are commendable but they are scarcely sufficient in themselves, and until we give the young people of this country a little training that will help them to provide means whereby they can enjoy these finer things of life we have not done our duty.

"There are many boys who find their school work distasteful because it is so largely theoretical. If these same young people could be trained to use the hand as well as the brain their interest would be intensified and they would continue their school work longer than many are now doing. I can testify to all of the above from actual schoolroom experience.

"Another thing that should commend this bill and secure its passage is the benefit that it will be to the agricultural industry. It is a trite saying that prosperity goes on crutches when crops go wrong. Farming is fundamental to national prosperity, but the farms of to-day are different from the farms of 20 years ago, and the farmer of to-day has problems to solve which the farmer two decades ago knew nothing about.

"Conservation of the soil is more vital than conservation of any other natural resources. The problems that are meeting the farmers to-day are only a foretaste of those that will confront the farmer 20 years from now. If we are to continue to enjoy prosperity we must equip farmers of future generations with a knowledge of fundamental principles that will make it possible for them to meet the problems of larger production and better care of land and crops.

"The funds which this bill provides for carrying on the work that it outlines should not stand in the way of its passage. They are so infinitesimal when compared with the benefits that are to be derived that they are scarcely worthy of consideration.

"If the people of the United States are to continue to hold the enviable position which they now enjoy they must meet such problems in a businesslike manner. The farmers and taxpayers generally should be anxious to provide for the measure."

### KANSAS.

E. T. Fairchild, superintendent of public instruction for the State of Kansas, Topeka, says:

"I have just received your favor of June 26 and a copy of Senate bill 3. I have read this with much interest, and am glad to state that it seems to me to be a most worthy measure. I am heartily in sympathy with the motto 'more books and fewer battleships.'"



The editor of the Western School Journal, of Topeka, says:

“I have looked through the bill, and it seems to me it ought to pass.”

The editor of the Missouri Valley Farmer, Topeka, says:

“Your bill seems designed to correct a great evil, and the Government may well concern itself about the matter.”

### KENTUCKY.

Barksdale Hamlett, superintendent public instruction, Hopkinsville, says:

“I have your communication of December 9, in regard to your Senate bill on agriculture, trades, and industries and home economics in secondary schools.

“I have no hesitancy in stating on behalf of the people in Kentucky, and especially those who are alive to educational needs, that we regard this as one of the most important measures before the present Congress and sincerely hope that it will be passed at an early date and signed by the President. I believe that the passage of this bill, even though the appropriation will be small compared with the other great governmental expenditures, will do more for the cause of agricultural interests than anything that has been done in the past 50 years. I sincerely hope that it will be passed.

“I am at your command for any assistance that I may be able to render, and shall be glad to urge every Member of Congress from my State to support the bill.”

J. G. Crabbe, president Eastern Kentucky State Normal, Richmond, says:

“I regret that previous engagements prevented my attending conference behalf of Page bill (S. 3). I beg to assure the conference that Kentucky educators believe this bill is vitally important to a broader national view and responsibility as to fitting our children for successful life.

“I hope you will do all in your power to secure the passage of this bill. It receives the hearty support of educators throughout the country, and in my opinion is a very desirable measure, as the questions involved are among the most important in present-day needs.”

Mary C. Roark, acting president, Eastern Kentucky State Normal School, says:

“The students and faculty of this school are very much interested in the bill providing for the teaching of agriculture in the normal schools.”

The Southern School Journal, Lexington, says:

“I have your letter of the 17th instant, with copy of Senate bill 3. I thank you for the privilege of close examination of the measures proposed therein.



"While I have not as yet given attention to the details of the measure, I have noted the leading features and provisions, and propose to do all that may be in my power to secure the passage of the measure.

"Our country is so large and even its agricultural interests are so varied that a system suited to a smaller country would not only be inadequate, but harmful and wasteful. I am particularly pleased with the feature of your measure which creates each State or Territory as a practical unit for the working out of its own agricultural salvation."

The Courier Journal, Louisville, says:

"The country is gradually waking up to the importance of vocational education. To put such an education within reach of the masses is a gigantic undertaking. Advocates of the Page bill believe that the measure presents the only practical plan that so far has been devised; that the United States might profitably expend the price of a battleship every year in such an enterprise and thus encourage the States to 'come across' with more liberal appropriations of their own for the support of their agricultural colleges, experiment stations, and vocational schools."

Ellsworth Regenstien; late State superintendent of public instruction, Frankfort, says:

"Your letter of the 2d instant, with inclosed copy of Senate bill 3, has been received. The bill meets with my approval and I shall be glad to cooperate with you in bringing about its passage."

### LOUISIANA.

T. H. Harris, of the department of education, Louisiana, says:

"I have examined the bill and wish to give it my indorsement. I think it is a good one and trust that it will pass both Houses. I wish that I could be present in person and render all possible assistance."

### MAINE.

President Fellows, of the University of Maine, says:

"By means of assistance proposed in this bill we can accomplish in five years what would otherwise require a century."

Payson Smith, superintendent of public schools, Augusta, says:

"I have examined with much care Senate bill 3, which you sent me with a request for suggestion. I fail to note any points whatever in which this bill could be improved. It strikes me that it is so framed that it meets most acceptably the varying conditions of control of the several States. I am certainly much in favor of the enactment of a measure of this kind, and shall be very happy to be of any possible service in promoting its interests."

**MARYLAND.**

B. H. Crocheron, principal of the agricultural high school of Sparks, says:

"I am greatly obliged to you for the literature relative to the Page bill, concerning which I am exceedingly hopeful. I, of course, believe in the bill, and am doing all possible to bring it before the people. I hope to secure its consideration at the National Country Life Congress to be held at Spokane November 23-29."

The Manufacturers Record, Baltimore, says:

"We have considered your letter of July 17 and its inclosure, but we are obliged to tell you that we can not support the measure in Senate bill 3. We have long felt it is beyond the province of the Federal Government to participate in the education of the American people."

**MASSACHUSETTS.**

The Weekly Bulletin, Boston, says:

"The educational bill recently introduced in the United States Senate by Senator Page, of Vermont, is printed in full in this week's issue. The scope of this bill and the good that it is intended to do the young people on the United States is of tremendous importance and shows a policy on the part of Senator Page of endeavoring to carry through one of the best measures which this country has ever seen.

"It seems as if no thinking man who has at heart the permanent welfare of this country would do anything but indorse legislation of this kind. It is only through such helpful measures, increasing the education and consequently the efficiency of the people of the United States, that we can hope to maintain the position which we desire among the civilized nations. The country to-day is severely distorted by commercialism, animated with the idea of big wages and big profits and attracting more of the population than is good for the country to the manufacturing and merchandising centers.

"There is a great lack of the knowledge of what true success in business and in life really is, and the more that the country can grasp the spirit of Senate bill 3 and get away from legislation and political influence which encourages and fosters greed, selfishness, and monopoly profits. the more the United States will advance."

Mr. Herbert Myrick, president National League for Industrial Education, and editor of the Orange Judd Agricultural Weekly, at Springfield, says:

"Rest assured that not only our periodicals but our entire organization, will do everything possible to promote this beneficent bill.



"Knowledge is power, provided you have the capacity to use it, and that is what this system of education does. It inculcates not only science, which is knowing, but art, which is doing, so that when the boys and girls come out of these schools and colleges they not only know, but they can do; whereas, as so many of us know from stern experience in dealing with a large number of people, a great many graduates from colleges and universities are educated to death and can not do anything. It takes several years to learn how to work.

"The experience of the institutions which I have cited, gathered, and presented to you in a very definite way do absolutely demonstrate and prove that the result of this training is of the utmost benefit in increased efficiency.

"Now, on the mechanical and trades side, let me illustrate a point by a chart I have here, showing the money value of industrial training. This is from the Newark Technical High School, at Newark, N. J. This chart shows that the so-called skilled mechanic in the industries of New Jersey earns \$15 to \$25 a week. But let the same adult mechanics spend their evenings for a while acquiring technical training and industrial education, and so greatly is their capacity developed that at the age of 45 they occupy positions that pay an average of \$66 a week. This is the actual result of a census taken of the graduates of the Newark Technical High School, which is an evening school. These are mechanics who work at their trade during the day, who come in and attend evening classes, and I think 3,000 of them, over a long period of years, have raised their pay from an average of \$20 to \$25 a week to \$66 a week.

"No other one agency has contributed so much to the rapid rise industrially of Germany as have her technical schools in each of the productive classes.

"Japan studied the educational systems of all countries; and, having copied Germany and other countries which have inaugurated vocational education, is rapidly introducing a new industrial era."

Mr. Chas. H. Winslow, acting secretary of the committee on industrial education of the American Federation of Labor, and a member of the Commission on Industrial Education in the State of Massachusetts, says:

"The difficulty with the present system of school education is that the boys want to wear white collars and cuffs all the time. They would prefer to get a salary of \$7 per week than a wage of \$27. They do not see anything in working for wages, but they do see a great deal in working for a salary."

He illustrated by the story of a young man who upon graduating from high school wrote a letter to his principal saying:

"Mr. Principal, I have gone four years to your school; I have my diploma, and what am I going to do?"

"Why," said his principal, "we have done the very best we could for you. We have steered you through these courses,



taking you out through the channel by the rocks into the ocean of life. Now, you can go your own way."

"Really," replied the pupil, "what you have done for me is, You have steered me through the channel by the rocks out into the ocean where there is nothing but fog and I can only blow my whistle."

"Something must be done and the only way to do it is to encourage the passing of this bill."

Deputy Commissioner C. A. Prosser, of the State board of education, says:

"The vocational school differs from the regular high school in aim, content, method, and social function. The high school gives general training for life; the vocational gives specific training for a definite calling. The difference is organized knowledge with deferred values as contrasted with applied knowledge and immediate values. The method of the high school is abstract and formal; that of the vocational, concrete and direct.

"The two should not be regarded as competitive but as parallel institutions, each tapping a different school strata."

The Commercial Bulletin, Boston, says:

"The bill introduced by Senator Carroll S. Page, of Vermont, to encourage instruction in agriculture, the trades and industries, and home economics in secondary schools, is still pending before Congress.

"There is no doubt that industrial education is not developed to anything like the extent to which it might well be developed in this country, and if we are to remain in the front rank of manufacturing nations, we must have not only the best machinery in the world, but also the best-trained hands and brains to operate it.

"Whether Senator Page's bill will accomplish all that is hoped from it is, of course, uncertain, but it is gratifying to note that the legislative branch of our National Government is devoting intelligent thought to a problem that is as serious and important as any bill that can come before them, as it concerns the welfare and progress of our people."

The Journal of Education, of Boston, says:

"A bill of considerable interest to educators, and especially to those engaged in vocational training, was introduced in the United States Senate last April by Senator Page, of Vermont. As the bill is framed, it seems to be in shape for final passage, and it is certainly a bill that we should like to see made into a law. Its provisions are generous and it would stir up all those States that are in need of an incentive along the lines of industrial education and vocational training."



The Printing Art, Cambridge, says:

"We have read with much interest the copy of the bill you recently introduced in the Senate to encourage instruction in agriculture, the trades, industries, etc. There is a great need of the Government undertaking this work."

Horticulture, published at Boston, says:

"Senate bill 3, by Senator Carroll S. Page, now in the hands of the Committee on Agriculture and Forestry, provides for Government aid to the States in promoting a better system of education along agricultural and industrial lines and home economics. The problem of wise and efficient training of young men and young women, always a paramount one, becomes now more serious than ever, under the restrictions on a broad-gauge, mechanical knowledge imposed by existing factory methods in the division of labor and by labor union prescriptions. The high school, the academy, and the college are taking excellent care of those boys who are financially able to avail themselves of their advantages, but for him who can not, little remains but the prospect of a cheap manhood. If the entry of the National Government into a comprehensive and liberal cooperation with the States for instruction in agriculture and the trades will modify and improve these defects in our industrial system, then by all means let us have it, even if it becomes necessary to economize by cutting out a battleship or two. It is an excellent measure, and we hope it will receive a favorable reception everywhere."

Max Mitchell, superintendent of Federated Jewish Charities, Boston, Mass., says:

"I am very much interested in this bill and want to add a word of indorsement for the passage of the bill, which tries to cooperate with the States in encouraging instruction in agriculture, trades, and industries."

"In the work that I am doing I have for many years felt the great need of work of this kind. I feel that the poor boy does not get a fair chance or an equal chance with the rich boy or the boy of the well-to-do parents to obtain a proper education. In the early years, when the child is 14 and upward, when he is about to get the understanding of an education, he must go to work and earn enough to help support his home. He is thus cut short at the most important time from continuing his studies."

"I believe in giving education to the great masses of this great country instead of the small number of 10 per cent, as is given to-day."

"To my mind no expenditure is too large that gives the people of the country a proper understanding of themselves, of the conditions surrounding them, and especially a proper understanding and a love for whatever professional trade they are engaged in, because with that kind of education, I am sure, develops a love for one's country and for one's neighbors and for mankind in general."



Mr. Arthur D. Anderson, secretary committee on education, Industrial and Educational Exposition, Boston Chamber of Commerce, Boston, says:

"I note that you have presented a bill in Congress covering the subject of industrial education. Inasmuch as the Boston Chamber of Commerce is planning an industrial and educational exposition to be held in this city during the month of October, the subject is of particular interest to us and to everybody in New England. The object of this exposition is to stimulate in the people of New England, and especially the younger generation, a realization of the dignity and possibilities of a trade, and your work is most opportune."

David Snedden, commissioner, the Commonwealth of Massachusetts, State board of education, Boston, says:

"In answer to your kind invitation to attend a conference relative to the Page bill, I regret to say that my engagements here do not permit me to attend, much as my interests prompt me to do so.

"As a member of the committee which drafted a series of suggestions to the National Society for the Promotion of Industrial Education relative to the Page bill, I trust that careful attention will be given to certain provisions tending to guarantee the efficiency of the education which will be made possible by national aid. It would make a very great difference to the future of education in this country if at the outset a measure of this sort could be so framed as to guarantee standards of efficiency. I commend to your consideration the report presented to the national society by our committee, a copy of which I inclose.

"Of course it goes without question that I am in favor of any substantial assistance to the cause of industrial education, if it can be guaranteed that its administration will proceed along sound lines."

Kenyon L. Butterfield, president of the Massachusetts Agricultural College, says:

"I am in favor of the passage of the vocational educational bill, because I believe the movement for a wise and sane vocational school needs the financial support of the Federal Government.

"I believe that the people generally will stand back of the movement."

NOTE.—While Commissioner Snedden and President Butterfield both have kind words to say about vocational education, they criticize some portions of Senate bill No. 3.

Lewis C. Grandy, editor *The Printing Art*, Cambridge, says:

"It is obvious that there is great need for more industrial schools in this country, such as those in which German workmen



are trained. The establishment of such schools can be brought about if a determined effort is made. A comprehensive plan for education along agricultural and industrial lines is included in a bill Senator Page, of Vermont, has recently introduced in the United States Senate. This may not be entirely satisfactory to everyone and some of the details can, perhaps, be amended slightly, but its general purpose is such that it should receive hearty support."

### MICHIGAN.

Hon. Chase S. Osborn, governor of Michigan, writes:

"MY DEAR SENATOR PAGE: Your bill to cooperate with the various States in encouraging instruction in agriculture, the trades and industries, domestic economics in secondary schools, etc., is a good measure in my opinion. No nation is better or stronger than the average of its people. The activity you seek to encourage is necessary, and I hope sincerely that your bill will pass."

Jesse B. Davis, principal Central High School, Grand Rapids, says:

"My attention has been called to your bill to encourage vocational education among the States in secondary schools. I have read the bill with much interest and wish to express my appreciation of your efforts in this most worthy cause. My experience of over 16 years in the largest secondary schools of the West has made me a strong supporter of this phase of modern education."

The editor of The Michigan Tradesman, Grand Rapids, says:

"I am very glad to commend this measure both personally and editorially, because I believe it is in the interest of progressive citizenship and good Americanism."

### MINNESOTA.

Hon. Moses E. Clapp, United States Senator from Minnesota, says:

"Am in receipt of your proposed bill. Permit me to say that while arbitration treaties and trust regulation laws may command more attention, there is no measure pending before Congress that exceeds in importance your bill, because it goes to the very foundation of all our national problems, the development of the citizen. If the Republic will care for the youth of the land to-day, the youth will care for the Republic."

A. F. Woods, dean and director at the University of Minnesota, St. Paul, says:

"Executive council of the department of agriculture of the University of Minnesota, consisting of the dean and chiefs of divisions, indorses the Page bill, S. 3, first, because it gives assist-



ance through already organized educational agencies; second, it includes most agencies that need aid in reorganization for industrial education; third, it is a careful worked-out system based on actually existing conditions; fourth, the McKinley and McLaughlin bills are good as far as they go, but relate only to part of the problem."

The editor of the Daily Record, of St. Paul, says:

"We are very much interested in this bill, and think it should have the support of everybody."

Charles P. Craig, of Duluth, uses this language:

"To my mind no other bill pending before Congress is so important to this country at large in a constructive way as this bill, because its purpose is to lay the foundation broad by the training of all the youth of the Nation for constructive work.

"Vocational education will not down. The people are awakening to its value, and with that awakening grow more determined that a national policy of secondary education shall be established, just as has been done with higher industrial education; consequently your bill admirably fits the growing popular demand. Politics and selfish interests may postpone but will never prevent, ultimately, the passage of this or a similar bill.

"Of my own knowledge I know of foreign-born parents in our city of Duluth who have sent their sons back to the old country to learn a trade, with the purpose of coming back here and being skilled tradesmen."

A. D. Wilson, superintendent University Farm, St. Paul, says:

"Your letter of December 7 received. This morning we took up at our executive council meeting, consisting of the heads of divisions in our institution, the matter of the Page bill, S. 3. We sent you a telegram expressing our views in favor of the bill. A copy of this telegram was sent also to both the Senate and House Agricultural Committees, and to Mr. Howard H. Gross, who is working for the McKinley bill. We certainly believe in the Page bill, and are ready to give any assistance we can to secure its passage."

C. G. Schulz, superintendent department of public instruction, St. Paul, says:

"I heartily approve the provisions of this measure. It is along the same lines as those in which Minnesota has undertaken to foster that work in connection with high schools, secondary agricultural schools, and the college of agriculture.

"I am fully satisfied that the plan outlined in your bill for industrial training, not only in secondary schools but in colleges and normal schools, is practical, comprehensive, fair, and demanded by present-day conditions. The school must be a



training institution which directs the child's activity, not only along one line but many. There must also be the means, in professional schools, of fitting leaders, directors, and teachers. This your bill makes possible."

The Minnesota State Dairyman's Association at its annual convention held at Wadena, January 16-19, 1912, passed the following resolution:

"In view of the need of a more practical type of education in our schools and the demonstration of improved methods of production on our farms, be it

*Resolved*, That this association approve the Page bill introduced in the National Congress with these ends in view. We hereby request our Senators and Representatives to do all in their power to secure the passage of this measure, the secretary of this association to forward copies of this resolution to our Senators and Representatives, the chairman of the Senate and House Committees on Agriculture, and to Senator Page."

### MISSISSIPPI.

J. C. Hardy, president Mississippi Agricultural and Mechanical College, says:

"I am heartily in favor of this bill for industrial and vocational education. While I appreciate the importance of training 'captains of industry,' yet in my judgment there is a still greater need of giving the 'privates of industry' that training that will fit them for coping with modern industrial conditions and that will make them more efficient in dealing with all the complex problems of modern life. I think the man or woman who is serving the world by manual labor is entitled to as much consideration by the State and nation as those who are engaged in the professions and other intellectual pursuits.

"This bill, as I view it, is an effort to adapt education to the needs of the democracy. The State needs men and women who can do things more than it needs men and women of culture.

"This institution thoroughly indorses your bill, and each and every man here stands ready to help in every possible way to develop public sentiment that will demand its passage.

"Our people in hearty sympathy with the principle of bill. It means more to the development of our section than any bill since Hatch Act. It has full indorsement of this college. All conditions should be fixed in bill; leave nothing to be fought out in the legislature; command us to fullest."

W. L. Hutchinson, dean of the School of Agriculture, Starkville, says:

"Regret I could not be present at the conference of the friends of the Page bill; the objects sought to be accomplished by the bill are laudable and much to be desired."



## MISSOURI.

William P. Evans, State superintendent of public schools, Jefferson City, says:

"In general, Senate bill 3, encouraging and aiding industrial education has my hearty approval. The purposes of the measure are very laudable and I shall be willing to lend my influence toward securing its passage.

"We are hoping to push in this State rapidly the establishment of rural high schools and are proposing to secure a permanent fund for this purpose from the voters of Missouri at the next general election. It is this proposition that I refer to in my letter to Gov. Hadley. The proposition for the permanent education fund will be voted upon at the next general election, under the initiative and referendum. This, you see, is along precisely the same lines as your movement in Senate bill 3, to enlarge the unit of taxation.

"In general this measure of Senator Page's and the measure that we are advocating for Missouri is a movement to enlarge the taxation unit. They are twin movements, one may say. The permanent education fund is a movement to derive funds from the State at large in order to equalize opportunities for the weak districts. The same thing may be said of this national movement. It is a proposition to make the unit Nation wide, and in this broad way equalize opportunities for all of the youth of the land.

"It seems to me that the bill should be amended somewhat and should pass. I shall be very glad if you see fit to encourage its adoption, even in its present form, for provision is made, you will note, that each State shall receive that portion of the appropriation for which it is prepared, and if the appropriation is made for these district high schools and the district high schools are not established, we will receive the other aid which we are ready for.

"I heartily favor the bill, except the clause relating to district agricultural high schools. I advise that the appropriations for such schools be added to that for public secondary schools and normal schools for brief reasons in a letter which follows."

W. G. Carrington, State Normal School, fourth district, Springfield, says:

"I assure you I am doing all I can in my territory to secure support for this measure. I am writing some letters to our Senators about it."

Anthony Ittner, of St. Louis, late chairman of the committee on industrial education, National Association of Manufacturers, says:

"The point with me is to have the Page bill so framed as to benefit the 98 per cent of the young men of our country—those that need help. The 2 per cent that pass through colleges and universities are the sons of wealthy parents who, being able to help themselves, do not need help from State Government."



The editor of the American Woman's League, St. Louis, says:

"I am certainly glad to give you my most hearty approval of the bill which you call to my attention."

The Fruit Grower, St. Joseph, says:

"Extension and demonstration work of this character by the agricultural colleges has been limited on account of lack of sufficient funds for its maintenance. But the Page bill which was presented to Congress last April gives promise of affording material relief for this kind of work, and to extend the service of the agricultural colleges not only to the farms but to the trades as well. Its prime object is to enable the National Government to appropriate money to each State for the purpose of enlarging the teaching of trades and industries, home economics, and agriculture in the public schools.

"The provisions of the bill also cover the maintenance of branch agricultural experiment stations to be located at the agricultural high schools provided for also by the act, and the maintenance in each State college of agriculture and mechanic arts of an extension department that will materially enlarge upon that of the present time.

"It is certainly to be hoped that this bill will receive early enactment, and that the sums of money for which it provides will be quickly available, as it is for a purpose that will do more good for more people than the construction of all the battleships afloat."

### MONTANA.

J. M. Hamilton, president Montana Agricultural College, says:

"We heartily indorse the principles of Federal aid for secondary industrial education as set forth in the Page bill, and would especially emphasize the features providing for agricultural high schools and agricultural extension."

F. B. Linfield, director of the Montana Agricultural Experiment Station, Bozeman, says:

"As director of the agricultural experiment station and a member of our board of farmers' institutes, am keenly interested in educational efficiency on agricultural and industrial lines. I am heartily interested in the Federal appropriation as outlined in the Page bill. I trust the friends of agricultural education, who all agree on the principles at the foundation of these bills, will work out a plan of development that will be satisfactory and beneficial to all interested."

The editor of the Rocky Mountain Husbandman, Great Falls, says:

"We heartily indorse your bill. Hope it may pass."



**NEBRASKA.**

Mr. J. W. Crabtree, State superintendent, department of public instruction, Lincoln, says:

"Permit me to thank you for sending me a copy of the bill which you introduced offering encouragement to the teaching of agriculture in the public schools, normal schools, and colleges of the country. I sincerely hope you may be able to secure the passage of this bill. If its provisions are carried out, this information and instruction in agriculture and home economics will be brought right down to the homes of the people. It seems to me that this is the important step to be taken at this time. I shall watch with interest the progress of this bill and use my influence wherever possible in its behalf."

Editor Hatch, of the Nebraska Farm Journal, writes:

"There is no man of average information and intelligence but who knows that this country is letting the brains of the Nation go to waste because no adequate vocational training is provided for the large middle class of America. Your bill seems to provide the only practical way to quicken, increase, and develop the average American deficiency. We hope your measure will pass."

E. C. Bishop, former State superintendent of public instruction, State of Nebraska, says:

"A copy of the bill, S. 3, which you kindly inclosed, meets my approval, and I am glad to do what I can to encourage its passage."

**NEVADA.**

John Edwards Bray, superintendent of public instruction, Carson, says:

"I heartily approve Page bill for encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools. If the secondary schools are to get into touch with the industrial progress of the age, all these things must be made features of practical instruction. National aid is needed, and it will be worth more than a thousand battleships."

The several district educational institutes of Nevada have recently held meetings at Elko, Tonopah, and Las Vegas. At every one of those institutes this bill was one of the important subjects of discussion, and at each meeting the bill was very strongly indorsed.

At the Elko institute the following resolution was adopted:

"*Resolved*, That we approve the Page bill now pending in the United States Senate providing for National aid in the various States for agricultural and industrial training in the high schools, as a measure of enlightened statesmanship. The bill proposes to



place yearly at the disposal of the States several millions of dollars, the first use of the money to be for the preparation of teachers for this work. Instead of putting millions of dollars into a single battleship for the destruction of human lives, how much better to use it for education.

*"Resolved, That we call upon our Representatives in Congress to support this bill, fraught as it is with so many possibilities for good to the toiling millions of the Nation."*

At Tonopah Institute the following resolution was adopted:

*"Whereas there is pending in the United States Senate a measure known as the Page bill, which has for its object the appropriation of national funds to aid and encourage agricultural and industrial training in the secondary (high) schools of all the States; and*

*"Whereas such expenditure would be of vastly more benefit to our country than the millions now annually spent in building battleships for the destruction of human life or for useless display: Therefore be it*

*"Resolved, That we strongly favor the Page bill and earnestly request Senators Newlands and Nixon and Representative Roberts to give it their support."*

At the Las Vegas Institute the following resolution was adopted:

*"Be it resolved, That we favor the introduction of the elements of agriculture and industrial training in the school curriculum. We commend the Page bill, now pending in the United States Senate. It proposes to appropriate national funds for agricultural and industrial education in the various States, first for the training of teachers and then for the maintenance of such instruction in all secondary schools. It means eventually the disbursement of \$12,000,000 or more annually for education instead of putting the same into useless battleships."*

### NEW HAMPSHIRE.

J. C. Kendall, director New Hampshire Agricultural Experiment Station, New Hampshire College, Durham, says:

*"I am in hearty sympathy with the work which the Southern Commercial Congress has undertaken in pushing the Page bill, and I would like very much to be present at the conference which is to be held in Washington December 14, 15, and 16, but I am afraid that it will not be possible for me to be away at that time.*

*"A large problem before the people of the United States to-day is putting within the reach of all the opportunity for education along the lines of their every-day life. We must change our school system in such a way that they will recognize the fact that when properly treated and when suitable instructors are provided there will be just as good training in the study of farm problems as in reading Greek.*



"I wish for you and your associates and the organization that you represent success in the passage of this bill, which will mean so much to the future industrial development and prosperity of the country."

### NEW JERSEY.

Hon. James E. Martine, United States Senator, says:

"I have read with much interest Senate bill 3, introduced by you. I most heartily favor the same and shall vote for it when the same comes before the Senate. I have sometimes said that 'higher education' has run mad, forgetting agriculture and other industrial pursuits, which is in reality the foundation of all our hopes and achievements. I agree with you that this bill is a most righteous one and deserves the support of all."

Franklin Dye, secretary of the State board of agriculture, Trenton, writes:

"Believing your work to be in the right direction, I can but wish you good success."

E. R. Johnstone, superintendent of the training school at Vineland, writes:

"I have received your letter of December 1 and a copy of Senate bill 3, introduced April 6. May I express my hearty approval of its provisions?"

### NEW MEXICO.

William H. Andrews, Territorial Delegate from New Mexico, says:

"It will give me great pleasure to do everything in my power to help you pass Senate bill 3. I thoroughly believe in this bill, which I have read carefully."

B. S. Gowen, president New Mexico Normal University, says:

"I am interested in the bill whose purpose it is to encourage instruction in agriculture, the trades, and home economics. Such work as this is of unusual importance in New Mexico, where we have so large a population that it must necessarily depend on other lines besides those in which scholarship of the ordinary kind plays the chief part."

### NEW YORK.

Eli W. Weaver, chairman of students' aid committee of the High School Teachers' Association, New York City, says:

"There are in New York City to-day thousands of young people who have been trained to high ideals in the homes of self-sacrificing parents, who have deserved and received con-



siderate treatment in the schools and who have enjoyed the respect and esteem of their associates, who have afterwards gone out to earn their own living in those occupations usually open to young people; but too frequently these young people have been compelled to wander around for days in an aimless search for employment; they have been persuaded to accept places at pitiful wages, with promises of advancement, in which they have afterwards learned that there were never any prospects of advancement; they have outgrown places in which there was no special skill or knowledge to be acquired, from which they were turned out without faith either in themselves or their fellow men or a belief in the existence of a sense of fairness or justice in society. However well equipped the barks in which the youthful sailors launch out on the troublesome seas of commercial and industrial life may be, the chances are against them unless they are provided with sailing directions. Since society must in some way or other care for the disheartened, the broken-spirited, and the ruined, it might be well for society to provide the sailing directions."

The Times, Rochester, says:

"A bill has been introduced into Congress by Senator Carroll S. Page, of Vermont, which if passed will greatly aid in the extension of agricultural schools in this country. The bill has met with a favorable reception.

"New York State is making large expenditures for agricultural and vocational training, but the demand has outrun the available funds in the State treasury. There is no more valuable form of education, and the value increases every year. With a proper knowledge of scientific agriculture the production of farm lands in this country could be vastly increased. Within recent years there has been a big increase in the prices of food products. Unless there is an increase in agricultural products, prices are certain to go still higher. This will mean a still further increase in the cost of living, which many persons now find oppressive. The most practical remedy in sight for this condition seems an increase in agricultural schools. Such an increase would result from the Page bill if made a law."

Mr. Dean, chief of the division of trade schools, New York, says:

"The school of yesterday trained its youth for a job, while the school of to-morrow will train its youth for a vocation. It provides for every vocation for which there is reasonable demand and in that school the boy must remain until there is ground for believing that he has found a calling for which nature and his own effort has prepared him.

"My father sent me to a school of yesterday so much that I very nearly missed an education.

"The school of to-morrow will have over its door, 'We conserve the whole boy.'"



Francis J. Cheney, principal State normal and training school, Cortland, says:

"I regret exceedingly that I shall not be able to be present at the conference of the friends of the Page bill, Senate bill 3, on December 14, 15, and 16 on account of duties in connection with my work as principal of the State normal school. I am very greatly interested in this bill, and believe that its passage will be for the best interests of the young people whom we are training for citizenship. Certainly the idea embodied in the bill is taking a great hold on the country. The Page bill is an effort in the right direction to the better fitting of our young people for useful and successful lives. If there is anything which I can do to assist in the passage of the bill do not hesitate to let me know."

Benjamin R. Andrews, secretary treasurer of the Teachers College, New York City, says:

"I am glad to know that your bill for Federal aid to education is securing increasing support. I judge from the talk of economy that it may be impossible to secure enactment at this session, but I hope that you can get favorable action in the Senate. It will be a great step forward."

The Knickerbocker Press, Albany, says:

"The Page bill seems admirably suited to promote the ends desired, and its advocates should receive the fullest cooperation from the representatives of the Empire State."

The National Provisioner, New York, says:

"The bill of Senator Page deserves really active, not merely perfunctory, support.

"Educators of national reputation are giving their support to the bill, and it should pass; but, like all measures proposed in Congress, merit alone will not be sufficient to secure its enactment. Public sentiment must be aroused and its virtues made known.

"This seems to be a sensible, systematic way of increasing knowledge of how to expand our supply of live stock and other agricultural products, as well as to educate the future generations in other useful directions."

The Standard, Watertown, says:

"Senator Page, of Vermont, deserves hearty support in his measure to promote vocational training and instruction in agriculture in the public schools."

C. W. Burkett, editor of the American Agriculturist, New York, says:

"I am very much interested in your bill, which proposes that the National Government shall cooperate with the States in



encouraging instruction in agriculture, the trades, industries, and home economics in secondary schools and in preparing teachers for these vocational subjects. I do not hesitate to say that this measure, if enacted into law, will be of the utmost benefit, not only to agriculture, but to the entire country.

"I have made a very careful examination of the bill and have studied the needs of the schools for a great many years, and I am confident that this measure is one of the most needful now before Congress, and that I am expressing the opinion of tens and hundreds of thousands of farmers and industrial people when I urge the passage of this measure.

"The American Agriculturist weeklies are with you heart and soul in this matter. In the past we have given page after page to the effort to secure a better system of education along agricultural and industrial lines. Just recently I have had an editorial telling about the Page bill and what it seeks to do. We shall keep right at this matter, hoping that in the end the idea will win."

The Business Men's Association of Newburgh gives expression to a most important thought in this language:

"The lack of knowledge of how to till the soil is the great economic evil of our country, and it can easily be corrected by teaching the rising generation the art of agriculture. No nation can be truly great that is not firmly established on a sound agricultural basis.

"Everyone takes a great interest and pleasure in his work, no matter what it is, if he can do it well, and his joy is in his work in proportion to his skill.

"The dissatisfied workers resort to strikes and employers to lockouts, creating enmity where there should be friendship and cooperation."

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"Are we leading the world, as we should do, in solving this problem? Are we even abreast of other nations in this respect? No; by no means. We are perhaps third or fourth to Germany, Switzerland, Denmark, and probably Sweden. What are they doing that is better than our methods? They are first developing children physically and training their hands as much as the brains and giving each a trade. Rich and poor alike must learn a trade, even to the sons of the Emperor of Germany. They have then an appreciation of the dignity of labor instead of despising it, as we do.

"We have great conventions of governors in Washington to beg for a conservation of the resources of our country, when our Nation's greatest resources, the lives and health of our children, are being squandered in nearly every school in the country."

The Engineering News, New York City, says:

"I heartily agree with you that the greatest need of the country to-day is to better the instruction in our common schools and secondary schools, so as to better fit the students therein for the real work of life."



The Times, Glens Falls, says:

"Among the great mass of measures introduced in Congress there occasionally is one especially worthy and one calculated to be of service in advancing the interests of the people of the country. Such a measure the Page bill, introduced by Senator Carroll S. Page, of Vermont, for the promotion of vocational and, especially, agricultural training in the public schools of the country, appears to be."

Director J. G. Schurman, president of Cornell University, says:

"I am greatly interested in the subject, as I feel very deeply the need of making better provisions than we now have for encouraging instruction in agriculture, the trades and industries, and home economics in institutions of instruction readily accessible to the mass of our people."

The Commercial, Buffalo, says:

"There is little doubt that eventually some system similar to that proposed by Senator Page will become effective. More and more the attention of the country is being turned to the necessity of better facilities for industrial and agricultural education for the young of the rural sections, and the present bill, while it may have its defects, is sure to have its influence in securing legislation along the lines suggested.

"It is a remarkable coincidence that another Vermont man, Senator Morrill, was the father of the bill which established the State college of agriculture and mechanic arts."

Chancellor James R. Day, of Syracuse University, says:

"It is not enough to educate a few specialists for management of large estates or the farms of fancy farmers. Farm education should be as extensive as farming. It should be within reach of all parts of the State as plain, practical courses of study, illustrated by object lessons of farms and grounds and by animals, plants, fruits, insects, friendly and destructive birds, beneficial and harmful, and in practical farm industries and in higher courses in chemistry, bacteriology, soil analysis, and animal and plant breeding, farm economics, farm architecture and engineering. In short, the farmers should be prepared for their high calling, as are the doctors, lawyers, and teachers. The time must come, is inevitable, when the farmer, ignorant of his calling and conditions, will be as unusual and impossible as an ignorant doctor or lawyer at his practice."

The editor of the Financial World of New York, says:

"We quite approve of any effort made that will lead to an increased efficiency of our men of to-morrow."



Mr. L. P. Alford, editor of the American Machinist, New York City, says:

"Your letter of July 17, with its inclosure, a copy of Senate bill 3, is before me. I have read both with a great deal of interest. For some four years I have been studying the problem of industrial education, and a great deal of space has been devoted to it in our journal.

"As a simple act of justice it seems to me that our Federal Government should appropriate funds for the furthering of the education of industrial workers in the same way that it fosters the spread of agricultural knowledge.

"I most heartily agree with the sentiment expressed in your letter, to the effect that we must do something for the boys and girls of the great middle classes in order to really fit them for earning a livelihood. We are far behind Germany and Switzerland in this particular. Something must be done at once to aid in transforming the green boy of the country and the untrained lad of the city into men trained and educated in some trade or vocation from which they can earn a comfortable living, and by the exercise of which they will be valuable units in our industrial life. I shall watch the course of this bill with a great deal of interest. The purpose of this bill is worthy and I shall support it as far as it is proper for me to do in the columns of my journal."

A. S. Draper, commissioner of education of the State of New York, says:

"I have yours of December 4, inclosing a copy of Senate bill 3 and some memoranda bearing thereon. I am not convinced that this bill is a wise one, and am therefore unable to send you such a letter as you request."

### NORTH CAROLINA.

D. H. Hill, president College of Agriculture and Mechanic Arts, Raleigh, says:

"I have gone over the bill, which you were kind enough to send me, with a great deal of care. The general features of the bill commend themselves very strongly to my judgment. The Nation certainly needs training along the lines suggested in the measures embodied in this bill, and I hope that the general plan may be carried out.

"I spent most of last week in Washington and was sorry that I could not have some conversation with you while I was there. I shall certainly do all in my power to get our two Senators to support the bill which your committee is drafting. If at any time you see any way in which I can be of service to the measure, I shall be very glad to hear from you."

C. N. Evans, of the board of governors of the Southern Commercial Congress, Wilmington, says:

"Regret I can not appear before you in warm support of the Page bill. In the interest of a broader national view and of our children especially, I urge the adoption of the Page bill and trust its provisions may meet the approval of your committee."

J. Y. Joyner, superintendent of public instruction of North Carolina, says:

"I heartily favor the passage of the bill.

"About 82 per cent of the people in the Southern States are engaged in agricultural pursuits. No adequate provision has been made by any State for the proper education and training of children for the pursuits that the large majority of our people are now following for a living.

"The bill proposes to stimulate and help the States to help themselves without being paternalistic, without interfering with the autonomy of the State systems of education, or without any undue interference in any way by Federal authority with State authority."

The editor of the Progressive Farmer Gazette, Raleigh, says:

"We shall be only too glad to do all in our power to help carry out your ideas. The measure meets with our hearty approval."

Hon. William W. Kitchin, governor of North Carolina, says:

"In reply to your letter of the 11th, I favor the extension of agricultural, mechanical, and industrial education and favor the general purposes of the bill which you inclosed."

### NORTH DAKOTA.

George A. McFarland, president State normal school, Valley City, says:

"I know of nothing that would be so influential in bringing our educational practice up to the practical demands of the times as the passage of the Page Senate bill. Our high schools, normal schools, and colleges need the stimulation this bill will give them."

J. W. Preston, president normal school at Madison, says:

"Our State teachers' association last week indorsed Senate bill 3 and urge our congressional delegation to support same. Educational sentiment in this State strongly favors the bill."

J. H. Worst, president North Dakota Agricultural College, says:

"I am in hearty sympathy with the bill," but adds that he thinks that the agricultural college should be somehow connected with the frame-up as the experiment station is with the experimental work provided for in the bill.



Hon. L. B. Hanna, M. C., says:

"I am in receipt of your letter of 9th instant. It goes without saying, Senator, that I will do everything I possibly can to help you to push this matter along. I believe the bill is right."

### OHIO.

Hon. J. J. Whitacre, M. C., Ohio, says:

"I beg to acknowledge receipt of your kind invitation asking me to take part in the conference called December 14-16 for the discussion of the Page vocational educational bill. I regret to say that I can not attend because of meetings of the House Agriculture Committee, but I hasten to assure you that I am in complete sympathy with the objects of the bill, and anything I can do to further the movement, as a member of the House Agriculture Committee, will be done most willingly and cheerfully."

Henry G. Williams, dean of the State Normal College of Ohio, and member of the national committee on agricultural education, says:

"Your notice of the 7th concerning the meeting of the Senate committee, December 14, 15, 16, at hand. I would like very much to be present and assist in presenting the matter to the committee. It may be possible for me to do so. If I am not present, you may expect a night letter. I am very much interested in it, and have done as much perhaps as any one else to further the campaign on behalf of Senate bill 3."

The editor of Farm News, Springfield, says:

"If we can be of any assistance, we shall be glad to do so. Of course we will undertake to keep it as much as possible before the people."

The editor of the Farm and Fireside, of Springfield, writes:

"I believe that the future of agriculture in this country depends upon a basic reform in rural schools in the direction of the correlation of the rural schools with rural life. I am therefore intensely interested in your letter and in the bill which accompanies it, and promise you the active cooperation of Farm and Fireside in so far as our space will permit. Personally I think the bill would accomplish an educational revolution of the most beneficent sort."

B. M. Davis, president of the agricultural and rural education department of the National Education Association, Oxford, says:

"I am greatly interested in the provisions of the bill, and have been ever since the matter was first started."

Dr. W. O. Thompson, president Ohio State University, Columbus, made quite extended suggestions as to amendments which he thought should be made to the bill as originally introduced, and although he says in a letter to Senator Page "I am cordially in favor of the principles of your bill" he was opposed to some of its features. The same can be said as to State School Commissioner Lester S. Ivins, of Lebanon.

The following paragraph is taken from a letter received from him and shows his general ideas touching the bill:

"If you can arrange your bill to give the public high schools (not district agricultural schools where they have not been established) and the public elementary schools just recognition and in every respect on an equal with the agricultural college, experiment station, and normal schools we would think a great deal more of your bill."

Dr. Thompson, however, was appointed by the educational gathering which assembled at Washington, December 14, 15, and 16, as one of a committee of seven to revise and suggest amendments to the bill, and with some few exceptions the bill as now rewritten receives his approval.

### OKLAHOMA.

Gov. Lee Cruce, of Oklahoma, says:

"I wish to thank you for copy of Senate bill 3 introduced by you.

"I shall be glad to cooperate in any way possible with the State superintendent to bring about proper action along this line."

R. H. Wilson, superintendent, department of education, State of Oklahoma, Oklahoma City, says:

"I want to say that I can not speak too highly of the Page bill. It will certainly be of great assistance to this section of the country."

J. H. Connell, president Agricultural and Mechanical College, Stillwater, says:

"Oklahoma is earnestly in favor of this bill because with Federal aid we can quickly reach 5,000 common schools and develop a new agricultural civilization.

"We are not waiting for the Federal Government, but would quickly and largely benefit by the wisely expended assistance provided by this measure.

"Ifavor the immediate passage of the Page bill with some minor amendments."



Grant B. Grumline, president Northwestern State Normal School, Alva, says:

"In the November issue of our monthly bulletin, which goes to about 1,800 school-teachers in this part of the State, we are urging that each of them use their influence for the Page bill, Senate bill 3."

James A. Wilson, director Oklahoma Agricultural Experiment Station, Stillwater, says:

"I am sending to-night by Western Union wire a night letter expressing as strongly as my vocabulary is able to the position which we take in Oklahoma toward the Page bill. Oklahoma stands squarely for the Page bill. Anticipating this nation-wide industrial system of education our State constitution directed our legislature to provide for such instruction in the common schools. Our normal and agricultural high schools are doing the grade of work indicated in the Page bill. It provides for our greatest need. I wish you the greatest possible success in this worthy movement."

### OREGON.

W. J. Kerr, president Oregon State Agricultural College, Corvallis, says:

"Your favor of the 4th instant, with inclosures, has just reached me. I heartily approve the general purpose of the bill as set forth in the resolution adopted by the Senate Committee on Agriculture and Forestry."

The editor of the Rural Spirit, Portland, says:

"I most heartily approve of your educational bill, and assure you of my appreciation of your efforts along this line, and of my willingness to cooperate at any and all times."

The editor of the Northwest Poultry Journal, Salem, says:

"I congratulate you on the bill. It ought to pass."

The Rural Spirit and Willamette Farmer, published at Portland says:

"This bill was introduced by Carroll S. Page, has been twice read and referred to the Committee on Agriculture and Forestry. It is especially intended to aid agriculture, and is a very meritorious bill, and should have the support of farmers through their Representatives in Congress."

Hon. Oswald West, governor of Oregon, says:

"Your letter of December 11 and inclosed copy of your Senate bill 3, together with data in regard thereto, reached my office during my absence in the East. From the hurried view that I have been able to give your bill its general provisions meet with my approval. I can say as a general proposition that any measure which has to do with the betterment and upbuilding of the agricultural school system meets with my approval if drafted along sane and consistent lines.

"I wish you success in this direction."

The Pacific Banker, Portland, says:

"Some time ago it was our pleasure to make brief favorable comment upon a bill which one of our active Senators, Page, of Vermont, has introduced in the Senate, and which we again wish to give editorial indorsement because of its peculiar significance to the entire country, and to further encourage, if need be, the action of the committees appointed from Oregon, Washington, Idaho, and other western States in its behalf.

"The question which he agitates and which he would thus aid and abet is not new. There is no denial of the fact that the greatest phase of the problem of maintaining the future prosperity of this country lies in the need of our better knowledge, and the better knowledge of the generations to come, of the science of agriculture. It is eminently fit that the banker should lend his influence to the indorsement of Mr. Page's recommendation, which has already had the recognition of the Senate, for if we are ever going to bring about permanent systems of agriculture in this country the banker above every other business man has got to lend unto the endeavor his unfailing energy."

The Pacific Banker, Portland, says:

"Luckily for Mr. Page and the ultimate passage of his bill, the question which he agitates and which he would thus aid and abet is not new. The need of conserving nature's gifts to man in the forces of the soil, as well as the educating of our youth and old men in the way of this thing of greatest importance, was recognized years ago by the thinkers of the country, and they have been laboring assiduously to awaken our smoldering faculties to the great danger of popular indifference to the fact, and the inevitable and far-reaching calamity it portends. One of these thinkers—and he was a banker—said not long since: 'If something isn't done in this special educational work soon, this is not going to be the "Land of the Free," for it is fast becoming the land of ignorance.' And he went on to say that there is no possible question before the American people to-day that will anywhere touch in importance to them, as will this question of special education along the line of the mechanical industries and agriculture."



**PENNSYLVANIA.**

E. E. Powers, secretary of the Pennsylvania Rural Progress Association, Pennsdale, says:

"We are all rapidly realizing the paramount importance of proper educational facilities as the main agent in eliminating the serious problems of country life. As the prime mover in bringing this question before the country as a concrete demand, we would like to have you speak, if possible, on the subject of the Page bill."

P. M. Tyler, principal Chester Agricultural High School, says:

"Unable to attend conference, but we realize urgent need for the Page bill."

Hon. John K. Tener, governor of Pennsylvania, says:

"Your letter of the 11th instant, together with a copy of Senate bill 3, is now before me.

"I have been holding the same, hoping to have the opportunity to read the bill. I have only done so to-day.

"From a cursory examination of the bill, I can see nothing objectionable, and as I understand it, the object has been indorsed by the State board of education and the convention of normal school principals. It also meets with the ideas, I understand, of our superintendent of public instruction, Dr. Nathan C. Schaeffer.

"I sincerely hope the bill may become a law."

George M. Philips, secretary State board of education, West Chester, says:

"The State board of education of Pennsylvania strongly indorses this movement and Senator Page's bill, and at its direction I sent a letter, as secretary of the board, to every Senator and Representative in Congress from Pennsylvania. This was very favorably received. Senator Penrose and a number of others promised to support the bill, and the others promised it careful consideration. I very much hope that this measure will pass this winter. You will get valuable and important support from Pennsylvania."

Andrew Thomas Smith, principal State normal school, Mansfield, says:

"I write to add my word of encouragement and to express the hope that the measure may be passed through Congress at this session.

"It is a bill which will lend very great aid to a measure now occupying the chief place of attention among the educators of our country."

Mrs. L. L. Blankenburg, vice president General Federation of Women's Clubs, Philadelphia, writes:

"Senator Page, you recognize the fact that women are not your constituents, except in six of the Western States and that our wishes do not have much weight with Congress, but if there is sufficient publicity given to this bill I believe club women will use such influence as they can command to secure its passage."

Thomas F. Hunt, Pennsylvania State College of Agriculture, says:

"For a number of years I have been deeply interested in the movement for the introduction of industrial training in the secondary schools of this country as expressed in your bill. I believe it to be one of the most far-reaching movements for the progress of this country that has been before Congress in many years."

The editor of the Tobacco World of Philadelphia says:

"Have given the bill hearty indorsement in editorial."

The Times, McKeesport, says:

"A conference on Senator Page's vocational bill is to be held in Washington, beginning with to-morrow. This measure is intended to provide a course of studies for the rising generation which is not now afforded in all of the public schools, and if the bill goes through Congress and becomes a national law its results should be very beneficial. This bill as an educational idea far transcends in importance all the political sparring of the session just opened, for it reaches down to the child upon whose life and efficiency national life and efficiency depend.

"The purpose of Senator Page's bill is to add vocational studies to our public-school system. It follows closely upon the idea of Senator Justin Morrill, precursor of Senator Carroll S. Page, of Vermont. Former Senator Morrill was the father of the so-called land-grant act of 1862, establishing the State colleges of agriculture and mechanic arts, and Senator Page's bill is intended to carry down to the secondary schools industrial education which Senator Morrill's bill created in State agricultural and mechanical schools.

"Combining all of the features of the bill, it can be said to be a unified movement to have the Government aid in adding vocational work in the public schools throughout the States. The bill should interest every father and mother and every employer who wish our schools to prepare young people more especially for definite profitable work. It should meet with almost universal indorsement throughout the entire country, as it is a good measure tending in the right direction."



Wilmer Atkinson, editor Farm Journal, Philadelphia, says:

"I have your esteemed favor of the 20th. We shall do what we can for the Page bill, but we have many, many things to do for. I am glad the educators who met in Washington have indorsed your bill and will work for it."

"Your bill commends itself to my judgment. While technical schools have been educating coordinately the hand and brain of the favored few of the land, the great mass of our youth are forced to begin the battle of life clumsily equipped for the struggle. Nowhere is technical training more urgently needed than on the farm and in the household. The demand of the time is for scientific efficiency, and this is the only lever that can lift agriculture to its rightful place."

"The National Government can not spend money for a better purpose than in providing every normal boy and girl in the land with a fair and equal chance. A nation of efficient workers is a nation committed to universal peace and world-wide prosperity. The bill is a reform and I hope that it will come quickly."

### **RHODE ISLAND.**

Mr. E. E. Balcomb, of the Rhode Island Normal School and secretary of the National Education Association, department of rural and agricultural education, and secretary of the national committee on agricultural education, writes:

"Was very glad to get your letter and to note that you are not afraid to put yourself on record in favor of education as against battleships. Our committee hopes to carry on an extensive campaign favoring this bill."

### **SOUTH CAROLINA.**

D. B. Johnson, president of the Southern Educational Association, and of the Winthrop Normal and Industrial College, Rockhill, says:

"The condition of rural delivery can be improved best and more surely by relating the work of rural schools to the life of the people served by them. To do this, elementary agriculture, home economics, and such practical subjects must be taught in the rural schools."

"The interests of the agricultural classes demand the passage of this bill."

"I have just returned from Houston, Tex., where the annual meeting of the Southern Educational Association was held and where I wrote and presented the resolutions which were adopted by the association. One of those resolutions indorsed the Page bill. I thought you would be glad to have this resolution, and I inclose you a copy."

"The Southern Educational Association was attended by representatives of all the educational interests of all the Southern States, and the resolution indorsing the Page bill ought to have some effect with southern Congressmen."

"I have been working for your bill as a member of the national committee on agricultural education, and you may count on me to do everything in my power to push the passage of the Page bill."

E. J. Watson, commissioner of the department of agriculture, commerce and industries, Columbia, says:

"I am in receipt of yours of December 7, inviting me to personally attend or send a representative to Washington to attend the conference on the Page bill. I regret that absence from the State prevented my receiving your letter in time even to send the night letter requested.

"I wish to assure you that this has been in no measure due to any lack of interest in this important matter, for there is no more earnest advocate on secondary agricultural and industrial education to be found in the country than myself. In the future, if there is anything I can do in this or any other matter of equal importance to the South, I trust you will not hesitate to call upon me."

J. E. Swearingen, State superintendent of education, Columbia:

"Senate bill 3 can do South Carolina no earthly harm. If it could be amended in some important particulars, I believe its provisions would secure better and more desirable results; but rather than see the measure fail I should be glad to see it enacted at the present session of Congress."

### **SOUTH DAKOTA.**

C. G. Lawrence, State superintendent of public instruction, Pierre, says:

"Regret my inability to be present at meeting December 14; am in hearty accord with the general principles of Page bill, and shall do all in my power to help secure its enactment. Such a law will meet with general favor in this State."

J. H. Hetley, county superintendent of schools, Webster, says:

"The Page bill is good from my point of view. It will build up an immense corps of suggestive supervisors for the whole country. It will stimulate the agricultural movement and at the same time furnish some sane restraints upon the expenditure of public moneys."

### **TENNESSEE.**

Dr. P. P. Claxton, until recently connected with the department of education in the University of Tennessee at Knoxville, but who has recently been appointed commissioner of education, says:

"Your letter of June 26, inclosing copy of Senate bill 3, has been received. With the general outline of the bill I am in most hearty sympathy, and hope some law of this kind may soon be enacted by Congress."



The editor of the *Progressive Teacher*, Nashville, says:

"I am ready and anxious to cooperate with you heartily and in every way possible."

### TEXAS.

Mr. A. Caswell Ellis, professor philosophy of education, division department extension, Austin, says:

"A copy of your bill on agricultural education, together with your letter, was handed to me by Prof. Sutton, on account of the fact that I have been especially interested in this matter both here and abroad.

"Let me express my very heartiest commendation of this bill. I wish especially to commend the encouragement of agricultural and industrial education in our normal schools, so that we have a supply of teachers in our regular schools who are competent to teach these subjects and are in sympathy with them.

"Really, the success or the failure of the secondary agricultural education rests upon the training and character of men who teach this subject.

"I wish also to especially commend that feature in your bill which allows either special agricultural high schools or regular high schools with properly organized agricultural departments to secure the benefit of this appropriation.

"I feel that I should apologize for intruding so much upon your attention, but the matter is one that greatly interests me and upon which I have done a great deal of work."

The editor of *Farm and Ranch*, Dallas, says:

"It is a most excellent measure and one that is designed to stimulate education in behalf of the farms and those who most need this practical information."

The editor of the *Texas Stockman and Farmer*, San Antonio, writes:

"Copy of your bill with view to promoting a better system of education along agricultural lines received. We will do all we can to aid you."

The *Daily Texas Live Stock Reporter* says:

"This letter of Senator Page's is given because the importance of the subject commends it to the consideration of the people. We spend millions of dollars in teaching our children things that are of no practical value to them in the struggle for existence. We call them to do work that we give them no training for doing; we demand the tale of brick but we furnish no straw. Efficiency is value to the worker and to the Nation. The youth who goes out of school with a trained mind and hand is equipped for the battle that all must fight before success can be achieved. The money that is wasted in years of instruction in branches of



learning that profits nothing because it is never applied would, if spent in teaching our children how to do things and the philosophy of practical affairs, count in making them more valuable as citizens and making us as a nation more forceful in the affairs of the world. Senator Page's plan is the beginning of a change for the better that deserves the approval of all thoughtful men."

F. M. Bralley, State superintendent of education, Austin, says:

"I have read Senate bill No. 3, recently received from you, and wish to say that the enactment of said bill into law would be of incalculable value to the educational interests of Texas and the entire country. I therefore heartily indorse the bill and express the hope that it will be given the support of every intelligent, patriotic Member of the United States Congress."

### UTAH.

W. M. Stewart, principal of the State Normal School, Salt Lake City, says:

"Our objection primarily is to the establishment of district agricultural schools of secondary grade and not to the other provisions of the bill. We believe strongly in industrial and vocational subjects as a part of the curriculum of the high school, but we think that the establishment of State district agricultural schools of secondary grade would be detrimental to our already established high schools. If this clause which provides for separate agricultural schools and experiment stations were eliminated, the bill would meet with our approval."

NOTE.—The views of Principal Stewart have been met by the elimination of that part of the bill which provides for separate experiment stations, but the provisions for district agricultural schools of secondary grade is regarded as so all-important to the cause of agricultural education that it has been continued in the bill, notwithstanding the protest of Principal Stewart.

### VERMONT.

Hon. John A. Mead, governor of Vermont, says:

"I have felt keenly for many years that in Vermont at least there was a great demand for increased facilities along agricultural and educational lines, and the conditions of said bill will afford the desired relief and where it is most needed.

"My contention has been that the prosperity of our Nation more largely depends upon intelligent development of industrial agricultural life than to any other cause. Nature has been prodigal in her gifts to our State and Nation, and shall we exercise that industry and knowledge which will permit us to reap the bounty which has been placed at our door?

"You are working along the right lines, and may your success equal your fondest anticipations."



Mason S. Stone, State superintendent of education, Montpelier, says:

"As a financial measure it will be a wealth producer, as it will produce wealth producers.

"As an economic measure, it will eliminate waste through misfit service and greatly increase the efficiency of each successive generation.

"As a just measure, it will afford equality of opportunity to a million of boys by enabling each to discover the thing he can do best, and by training him to do that thing the best he can.

"As an educational measure, it will neutralize the traditional and bookish education of the present and will train pupils to think, to do, to be.

"As a civic measure, it will greatly enhance the Nation's general intelligence, which is the guaranty of the Nation's peace, permanence, and prosperity.

"As a moral measure, it will produce individual industry and contentment, community cooperation and harmony, and national integrity and righteousness.

"It is the most important bill for the development of the agricultural resources of the country that has ever been introduced since the Morrill bill."

Martin G. Benedict, principal St. Johnsbury Academy, St. Johnsbury, says:

"The Page bill, a bill to cooperate with the States in encouraging instruction in agriculture, the trades, industries, home economics, etc., has received my careful attention. I fully and enthusiastically indorse its provisions and urge our Representatives in Congress to do their utmost to secure its passage."

The New England Farmer, Montpelier, says:

"Senator Page's bill is one of tremendous and far-reaching importance to the people of this country. Its enactment will open the door of opportunity for tens of thousands of American boys.

"We need to make our educational system more practical. This does not mean that we are to cut out the essential features that form the foundation of our educational system, but it does mean that we ought to provide a system of study that will help our boys and girls to a greater degree to go forth and earn their own living. It is no secret that there have been a good many studies that have been of little practical benefit to the student and have been forgotten almost as soon as the textbooks were closed and packed away.

"Battleships and standing armies are not the only means of protection for a nation. Danger from a foreign foe is a remote possibility. Danger from ignorance, inefficiency, and poverty is an ever-present peril. The foes of our own household are to be dreaded more than any possible invasion from overseas. If every year we fit several million boys and girls by the study of

manual training, scientific agriculture, and domestic science we increase the wealth of the Nation by untold millions of dollars, because we make possible the earning of larger wages, the winning of greater profits, and the more economic expenditure of the earnings of the man who works with his hands. By increasing the possibility of securing more of the comforts of life we reduce thereby the army of the discontented, we lessen the number of misfits in our economic system, and we make our country a safer and a better place in which to dwell."

C. H. Spooner, president of Norwich University, Northfield, says:

"I have given the bill a first reading. It does 'look good' to me. May success attend you."

G. L. Green, principal Vermont State School of Agriculture, Randolph Center, says:

"I am unable to be present at the conference concerning the passage of the Page bill, but I need not tell you that I am vitally interested in its passage.

"This first Vermont State School of Agriculture is located in the home county of the late Senator Justin S. Morrill, father of agricultural education in the United States. Our school maintains a two-year course which is intended to fit the farm boy for practical and intelligent farming. We are filling a gap between the high school and college. For the first time, the farmers of the State have a school of secondary grade, established primarily for their benefit.

"The appropriation which we have for the present year's use is far too small to establish our plant and provide even the beginnings of an equipment. Schools of this kind everywhere can not obtain State aid adequate to their needs, and any bill which Congress may pass which will help the cause along will be a great blessing to the Nation. May the Page bill speedily become an act."

Mr. Edward S. Abbott, principal Montpelier High School, Montpelier, says:

"I have read with much interest the bill introduced by you in the Senate. It seems to me that it contains the elements of a mighty service to the Nation, in no way second to the Morrill law."

A. S. Harriman, principal Middlebury High School, Middlebury, says:

"I have carefully read the copy of bill introduced by you, and cordially approve of a bill so wide in its scope and so salutary in its provisions for the welfare of industrial training throughout our country."



The following resolutions were adopted by the Vermont State Grange at its annual session December 12, 1911.

"Whereas a safe, sure, and sound development of the country industrially, educationally, and morally needs impulse and encouragement, and

"Whereas the agricultural conditions of the country are rapidly approaching a state demanding a greater knowledge and an intensive application of the science of agriculture on account of the occupation of nearly all available land and the constant increase in population: Therefore

*"Be it resolved by the State Grange of Vermont, in its fortieth annual meeting, that we heartily indorse the vocational measure before Congress, with such modifications or amendments as will adjust it to various vocations, and urge its passage."*

Montpelier Morning Journal, Montpelier, says:

"If the price of one battleship put into Senator Page's statesmanlike policy would help to educate more than 5,000,000 boys for lives of greater usefulness and independence than they could obtain otherwise, or train an equal number of girls to make healthier and happier homes, is any person prepared to say that the money would not be invested more economically than in the construction of a ship of war?"

### VIRGINIA.

H. F. Button, director Manassas Agricultural High School, Manassas, says:

"I wish you all speed with the Page vocational school bill. We have conducted an agricultural school here four years with such success that 200 farmers testify to its value. We can not continue to grow without more money. The State can not support us; Congress can and should."

J. D. Eggleston, jr., superintendent of public instruction of Virginia, says:

"This measure has been discussed by leading farmers and educators throughout the State of Virginia, and I am in position to know that the sentiment for it is very strong. My opportunities for observation have been unusually good, and I am safe in saying that were this measure put to a vote of our people it would be favored by an overwhelming majority."

President Alderman, of the University of Virginia, says:

"You may give the name democracy to anything—a mode of living, a manner of speaking, a group of men, a dollar dinner—but the thing itself is plainly a spirit, a faith, a religion, whose chiefest commandment is: 'You can trust men if you will train them.' "

## WASHINGTON.

O. L. Waller, vice president of the State College of Washington, Pullman, says:

"We are very much in hopes that before Congress adjourns some good bill providing for actual demonstration to the farmers and sons of farmers will be enacted into law. We have at this institution calls for men to do this kind of work that are far beyond the means we have to take care of such calls. We have not appropriation enough at present to either employ the men or provide the equipment for such work to meet such demands. I shall prepare to write you at a later date concerning Senate bill 3, and shall seek an opportunity to look it over more carefully. But you may be very sure that we are greatly interested in some legislation looking to actual services along the line of better farming conditions."

Henry B. Dewey, State superintendent of public instruction, Olympia, says:

"I have very carefully examined Senate bill 3 and wish to give it my unqualified indorsement in every particular. I hope that the bill will pass substantially as printed without material amendment. It means more, in my judgment, for the youth of this country than any other bill now pending in Congress. It is the first definite step toward a redirect education."

J. D. Dean, editor the Ranch, Kent, says:

"There is just one weak feature apparent to me in your bill and that is we will have schools established with incompetent instructors. I think the realization of the American people of the needs such as you provide for is growing faster than teachers can be provided. Right in our own State I know of several high schools that would be willing to employ a competent agriculturist if one could be had, but it is mighty hard to find capable teachers, and as for the necessary instruction for breeding and caring for live stock, teachers are practically unknown.

"By your bill I fear we will establish schools faster than proper teachers can be supplied. However, you may count on me to assist in the passing of this law, as I believe it is the best measure affecting the whole Nation ever enacted.

Mr. C. A. Tonneson, editor Northwest Horticulturist, Tacoma, says:

"Your kind favor of recent date and copy of your bill was duly received in time for comment in our August issue. The measure you propose is along the lines we have been agitating for several years past, and therefore will be glad to cooperate with you in an endeavor to get final action on this bill.

"The Horticulturist believes a measure of this kind enacted would help solve some of the perplexing problems of the day. Theory and speculation have been rampant in this country.



Early training industrially will continue to make us strong in all the noble qualities for which the American Nation became noted a generation ago."

### WEST VIRGINIA.

Thomas E. Hodges, president West Virginia University, Morgantown, says:

"Yours of December 4, addressed to the State Agricultural College, Charleston, has come to me.

"I most heartily approve the general purposes of Senate bill 3, a copy of which accompanied your letter.

"The Association of Agricultural Colleges and Experiment Stations, at its recent meeting at Columbus, Ohio, gave their indorsement to the general proposition for Federal aid for instruction in agriculture and mechanical arts and domestic science in secondary schools and for Federal aid to the State colleges of agriculture for extension.

"I was not present at this meeting, but this instruction was presented by Dean E. D. Sanderson, of our college of agriculture. He reports that he is in thorough harmony with the resolutions adopted at the meeting, and in behalf of West Virginia University I am glad to give our most hearty concurrence."

M. P. Shawley, State superintendent of public instruction, Charleston, says:

"I have studied quite carefully Senate bill 3 and find myself unable to improve upon its contents. If you wish to add my opinion to the long list which you have published, you may use the following:

"West Virginia is just now entering upon a determined campaign for bringing it into its own industrially, and especially agriculturally. We find the financial burden of such a project is somewhat embarrassing, and that Senate bill 3 will extend to us the strong hand of the Government. I most heartily indorse the bill and believe that its passage will prove to be a master-stroke of legislation.

"Our State supervisor of high schools, Prof. L. L. Friend, is much interested in this measure, and is writing you his opinion, which you are at liberty to use if you so desire.

"I am willing to give such attention to bringing proper influence to bear from this State, and shall be glad to have your suggestions as to the most effective means to use. I shall take the matter up with the West Virginia Representatives in Congress."

Mr. Thomas C. Miller, principal Shepherd College State Normal School, Shepherdstown, says:

"I beg to acknowledge receipt of your letter of the 5th, together with a copy of Senate bill 3, which you have introduced

in that body. I give it my most hearty approval. As a member of the national agricultural executive committee, I shall be glad to do anything I can to further the measure and should be glad to come to Washington at any time I can be of any assistance."

L. L. Friend, supervisor of high schools, Charleston, says:

"I have been watching with much interest the fortunes in Congress of the Page bill, providing for the appropriation by the Federal Government of funds to promote the teaching of agriculture in high schools and normal schools. The most important educational movement now in progress in this country is the movement for the betterment of rural education. The Page bill, if passed, will prove of incalculable benefit to this movement."

The Dispatch News, Parkersburg, in speaking of Senate bill 3, says:

"This bill would mean much to West Virginia where the appropriation for school purposes has not been large and where from \$30,000 to \$50,000 a year would prove of wonderful help. The West Virginia Representatives in Congress will be urged to give the measure their hearty support."

### WISCONSIN.

Duncan McGregor, private secretary of Gov. McGovern, of Wisconsin, says:

"I am directed by Gov. McGovern to express to you his unqualified approval of the purpose of bill 3, Sixty-second Congress, first session, introduced by yourself on April 6, 1911."

Charles McKenny, president State Normal School, Milwaukee, says:

"I have your letter of December 7 inviting me to a conference December 14, 15, 16, at Washington, D. C., to consider the Page bill (S. 3). I regret that previous engagements prevent my being present at the conference. I want to say that I am in sympathy with the general provisions of the Page bill."

Mr. A. A. Johnson, superintendent Milwaukee County School of Agriculture and Domestic Economy, Wauwatosa, says:

"I am very much interested in the bill you have introduced contemplating Federal aid for secondary agricultural education in the various States. Will you kindly send me a copy of the bill? I hope it will pass."

The editor of the Butter, Cheese, and Egg Journal, Milwaukee, says:

"We fully appreciate the importance of greater educational interest along agricultural and home economic lines, and we shall



endeavor to aid the cause to the best of our ability. We assure you of our hearty support."

John F. Sims, State Normal School, says:

"This measure, in my opinion, is a most desirable one for the whole country, as the questions involved are the most important in present-day needs. The bill, if made law, will stimulate the scientific study of agriculture, make the farm more attractive and more profitable, and encourage a wholesome move back to the country."

Henry E. Miles, chairman of the committee on industrial education of the National Association of Manufacturers, says:

"The present common-school system is cultural; practical matters are no part of its aim, nor can they be made a part. Less than one-half of our children go beyond the sixth grade; only 1 in 3 completes the grammar school course; only 1 in 5 enters the high school; only 1 in 30 graduates from the high school. Taken as a whole, it is comparable to a transoceanic liner, half of whose passengers drop out midway and only one-thirtieth of whom reach the port of destination. Half of the children leave school at the age of 14. The Wisconsin Bureau of Labor, in its report for 1910, declares that only 12 per cent of the children employed under 16 years of age are in positions where they can learn a trade. In Germany every boy, even to the sons of the Emperor, must learn a trade. The nations most progressive in industrial education are probably Germany, Austria, Belgium, France, Switzerland, and Sweden.

"Germany apparently prefers that the great body of her children shall enter the industries at the age of 14. The point is that Germany goes into the industry with the child; the hand of the child is kept within the hand of the State. The school to which he goes is called the continuation school, for in this school his education is continued. In the continuation school only the science and art of the trade is taught. The child there learns the relations of his particular factory task to the whole of his industry. He is taught scientifically the higher reaches of his industry, and up to the limit of his ability is made an accomplished and scientific factor in his industry.

"Love of work comes of efficiency in work. We like to do what we can do well.

"In the schools of Germany they take pride in the claim that their schools teach not only trades, but they teach duty, responsibility, discipline, work, order, and method.

"In Germany every trade is taught. In Munich, for instance, at very little expense and with marvelous efficiency, 47 trades are taught, including printing, lithographing, photography, stucco and ornamental sculpture, tinsmith, wigmaker, baker, hotel keeper (including hotel carving), wood carver, jeweler, merchant (including buying and selling), confectioner, pastry cook, butcher, tailor, clerk and office assistant, druggist, glazier,

coachman, saddler, trunk maker, cooper, upholsterer, potter, stovemaker, wheelwright, and watchmaker.

"Germany in the last 40 years has come from the position of an extremely poor country to an exceedingly rich one. She now annually invests abroad \$1,000,000,000 of her surplus capital after providing for the constant and great extension of her domestic interests. Last year she brought in from beyond her borders 1,000,000 operatives to assist in her factories her own happy, efficient army of industrial workers."

A. A. Johnson, principal La Crosse School of Agriculture and Domestic Economy at Onalaska, says:

"I feel that your bill, as I understand it, will be a great aid to the development of the agricultural resources throughout the United States."

Prof. Ely, of Wisconsin, declares:

"Industrial education, not for the few but for all people, for every boy and girl born in the United States, without one exception, is the chief economic demand of our times.

"Comparatively little is attained by picking a few here and there and elevating them above the masses by technical schools. We want to extend the benefit of industrial schools to all alike."

H. L. Russell, dean of the University of Wisconsin, Madison, says:

"I have yours of the 4th instant and also a copy of the Senate bill 3. I am writing you to acknowledge receipt of same, which came in my absence, and would say that I expect to be in Washington with the executive committee of the Association of American Agricultural Colleges and Experiment Stations on Friday of this week, at which time matters relating to these bills will be taken up.

"There is no question of the need of vocational educational legislation, and I am heartily in favor of the proposition being pushed when it is evident that it is the right time to do it."

NOTE.—It is only fair to say that Dean Russell is opposed to some of the features of Senate bill 3 and so expressed himself at the meeting referred to in his letter, from which the above quotation is made.

T. S. Southgate, Milwaukee, says:

"Hope commercial congress will aid every possible way introduction and passage of Page vocational bill."



A BILL To cooperate with the States in encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools; in maintaining instruction in these vocational subjects in State normal schools; in maintaining extension departments in State colleges of agriculture and mechanic arts; and to appropriate money and regulate its expenditure.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there shall be, and hereby is, appropriated, out of any money in the Treasury not otherwise appropriated, to be paid as hereinafter provided to the respective States ~~and Territories~~ and the District of Columbia, and to the departments named herein, for instruction in agriculture, the trades, and industries, and home economics, and for agricultural ~~experimentation~~ tests and demonstrations the several sums as provided in the following sections: *Provided, That the States ~~and Territories~~ accepting the provisions of this Act shall receive for the respective lines of education and ~~research~~ development only such portions of the full amount to which each State ~~and Territory~~ would be entitled, of the respective funds to be used for the purpose of this Act, as in the judgment of the Secretary of the Interior it has made ample preparation to utilize to advantage, and such funds as would otherwise be allotted to the respective States, but as are not by him authorized to be used, shall remain in the Treasury: And provided, That the terms secondary schools, or schools of secondary grade, or high schools, as used in this Act shall mean schools offering courses in advance of the elementary schools and lower in grade than collegiate courses in the respective States.**

For the maintenance of instruction in the trades and industries, home economics, and agriculture in public schools of secondary grade the sum of five million dollars, beginning with the fiscal year ending June thirtieth, nineteen hundred and ~~fifteen~~ sixteen, and annually thereafter, to be allotted to the States, ~~Territories~~, and the District of Columbia in proportion to the school population *between the ages of five and twenty, inclusive*, as shall be determined by the *next preceding Federal census of ~~nineteen hundred and ten~~*

For the maintenance of instruction in agriculture and home economics in State district agricultural schools of secondary grade, as ~~herein~~ *provided in section two of this Act*, the sum of four million dollars, for the fiscal year ending June thirtieth, nineteen hundred and ~~fifteen~~ sixteen, and annually thereafter, to be allotted to the States ~~and Territories~~ in proportion to the number of persons engaged in agricultural pursuits as shall be shown by the *next preceding Federal census of ~~nineteen hundred and ten~~*: *Provided, That for each State ~~and Territory~~ with less than one hundred thousand people engaged in agriculture there is hereby appropriated for these State district secondary agricultural ~~high~~ schools the additional sum of five thousand dollars annually.*

For the maintenance of branch ~~agricultural-experiment~~ *field test and breeding stations, to be designated in this Act as branch stations, to*



be located at the agricultural high schools provided for in this Act, *and* to be administered as parts of the respective State experiment stations now established in the respective States ~~and Territories~~, in accordance with the Act of Congress approved March second, eighteen hundred and eighty-seven, the sum of one million dollars for the fiscal year ending June thirtieth, nineteen hundred and ~~fifteen sixteen~~, and annually thereafter, to be allotted to the States ~~and Territories~~ in proportion to the number of persons engaged in agricultural pursuits as shall be shown by the *next preceding Federal* census ~~of nineteen hundred and ten~~: *Provided*, That in each State ~~and Territory~~ with less than one hundred thousand people engaged in agriculture there is hereby appropriated for these branch ~~experiment~~ stations the additional sum of two thousand five hundred dollars annually: *Provided further*, That no State ~~or Territory~~ shall be entitled to its allotment for branch ~~experiment~~ station work until its legislature shall, by law, have provided for the annual maintenance of such *branch* stations a sum at least equal to that allotted annually *for this purpose* to the State ~~or Territory~~ under this Act; and the sum paid to each State ~~or Territory~~ for branch ~~experiment~~ stations shall be applied only to paying the necessary expenses of conducting, by such branch ~~experiment~~ stations, ~~experiments~~ *field tests, animal and plant breeding, and other scientific work* bearing directly on the agricultural industry of the United States, having due regard for the varying conditions and needs of the respective States ~~and Territories~~.

For the maintenance in each State college of agriculture and the mechanic arts established under the provisions of an Act of Congress approved July second, eighteen hundred and sixty-two, of an extension department devoted to giving instruction and demonstration in agriculture, the trades and industries, home economics, and rural affairs to persons not resident at these colleges, nor at the secondary and normal schools provided for in this Act, the sum of five hundred thousand dollars for the fiscal year ending June thirtieth, nineteen hundred and thirteen, and annually thereafter: *Provided*, That annually ten thousand dollars of this sum shall be allotted to each of the forty-eight States ~~and Territories~~ and twenty thousand dollars to the Office of Experiment Stations of the Department of Agriculture: *And provided*, That the additional sum of ~~two~~ *three* hundred thousand dollars shall be, and hereby is, appropriated for the year ending June thirtieth, nineteen hundred and fourteen; the additional sum of ~~four~~ *six* hundred thousand dollars for the year ending June thirtieth, nineteen hundred and fifteen; the additional sum of ~~six~~ *nine* hundred thousand dollars for the year ending June thirtieth nineteen hundred and sixteen; the additional sum of ~~eight~~ *one million two* hundred thousand dollars for the year ending June thirtieth, nineteen hundred and seventeen; the additional sum of *one million five hundred thousand* dollars for the year ending June thirtieth nineteen hundred and eighteen; *the additional sum of one million eight hundred thousand dollars for the year ending June thirtieth, nineteen hundred and nineteen; the additional sum of two million one hundred thousand dollars for the year ending June thirtieth, nineteen hundred and twenty; and the additional sum of two million four hundred thousand dollars for the year ending June thirtieth, nineteen hundred and twenty-one*, and annually thereafter; these additional sums to be allotted annually to the States



~~and Territories~~ in proportion to their population engaged in agriculture as shall be determined by the *next preceding Federal* census ~~of nineteen hundred and ten~~: *Provided*, That no State shall be entitled to any part or all of its allotment of these additional sums until its legislature shall by law provide for the establishment of an agricultural extension department *or division* in its college of agriculture and mechanic arts, and shall have provided as an appropriation for that work an amount at least equal to the additional amount annually allotted to the State for that purpose under this Act:—~~Provided, That, subject to the provisions of this Act, the legislature of any State or Territory may, with the consent of the Secretary of the Interior, establish all or part of this extension work in a State department of agriculture:~~ *And provided*, That the Department Secretary of Agriculture shall submit to Congress annually a report on extension work as provided for in this Act.

*For the preparation of persons to serve as teachers of the vocations of agriculture, trades and industries, and home economics, the sum of four hundred eighty thousand dollars annually, to be used under plans approved by the Secretary of the Interior in departments or divisions of education in the State colleges of agriculture and the mechanic arts of the respective States established under the Act of Congress approved July second, eighteen hundred and sixty-two, and the Acts supplementary thereto, the sum of ten thousand dollars for the year ending June thirtieth, nineteen hundred and thirteen, and annually thereafter.*

For the maintenance of instruction in agriculture, the trades and industries, and home economics in State ~~and Territorial~~ normal schools, the sum of one million dollars annually, commencing with the fiscal year ending June thirtieth, nineteen hundred and thirteen, and annually thereafter, to be allotted to the States ~~and Territories~~ and the District of Columbia in proportion to the school population *between the ages of five and twenty, inclusive*, as shall be determined by the *next preceding Federal* census ~~of nineteen hundred and ten~~: *Provided*, That in each State ~~and Territory~~ with less than three hundred thousand inhabitants there is hereby appropriated for normal-school instruction as herein provided the additional sum of three thousand dollars annually.

The sum of ~~thirty~~ *forty* thousand dollars annually, to be expended, under the direction of the Secretary of the Interior, in paying necessary expenses of administering this Act; in paying the expenses of cooperating with the respective departments and States ~~and Territories~~ designated in this Act; in developing the schools and courses of study provided for in this Act; in paying the expenses of preparing the reports provided for in this Act.

The sum of ~~twenty~~ *fifteen* thousand dollars annually, to be expended, under the direction of the Secretary of Agriculture, acting in cooperation with the Secretary of the Interior and the respective States ~~and Territories~~, in paying necessary expenses in administering this Act with reference to instruction and investigations in agriculture and home economics provided for in this Act; and the Secretary of Agriculture is hereby authorized to give the schools and branch ~~experiment~~ stations designated in this Act such advice and assistance as will best aid them in carrying out the provisions of this Act in its relations to ~~instruction and research in~~ agriculture, home economics, and rural affairs, and to issue reports thereon.



The sum of ~~twenty~~ fifteen thousand dollars annually, to be expended under the Secretary of Commerce and Labor, acting in cooperation with the Secretary of the Interior, and the respective States and Territories, in paying the necessary expenses of the administration of this Act with reference to ~~instruction and investigation~~ in the trades and industries provided for in this Act; and the Secretary of Commerce and Labor is hereby authorized to ~~give~~ *cooperate with the Secretary of the Interior in giving* to the schools designated in this Act such advice and assistance as will best aid them in carrying out the provisions of this Act in its relations to ~~instruction and research~~ in the trades and industries and ~~to issue in preparing~~ reports thereon.

SEC. 2. That each State ~~and Territory~~, in order to secure the benefits of this Act, shall accept its provisions and shall divide the State ~~and Territory~~ into districts, providing in each district for one secondary agricultural school and *in connection therewith*, a branch ~~experiment~~ station, the total number of such districts in a given State ~~or Territory~~ to be not less than one for each fifteen counties nor more than one for each five counties and fraction of five counties; and shall enact laws providing for the allotment of the respective funds herein appropriated to the respective schools to which it may choose to allot funds under the provisions of this Act, and shall provide for the proper administration of the respective funds herein appropriated: *Provided, That any State may accept any one or more of the respective funds herein appropriated to it, and may defer the acceptance of any one or more of such funds, and shall be required to meet only those conditions imposed in relation to those funds which it has accepted.*

~~SEC. 3. That in States where separate schools and departments of schools and colleges are maintained for the colored race the allotment of money for the encouragement of instruction in the aforesaid vocations shall be in proportion to the population of the two races, respectively, and whether the districts for agricultural secondary schools for the two races are coterminous or not coterminous their total number shall be determined by the number of districts permissible under this act.~~

SEC 4. 3. That in case the legislature of any State ~~or Territory~~ has not been in session to comply with the terms of this Act the governor, acting for the State ~~or Territory~~, may accept the provisions of this Act in its relation to *the preparation of teachers of the vocational subjects herein provided for in State colleges of agriculture and the mechanic arts, and in State normal schools*, and in relation to the determinate appropriation of ten thousand dollars for each State ~~or Territory~~ for college extension work pending the convening of the legislature.

SEC. 5 4. That the funds appropriated in this Act for instruction in ~~agricultural~~ secondary *agricultural* schools in the respective districts provided for in this Act shall be used only for distinctive studies in agriculture and home economics; the funds appropriated for instruction in public secondary schools shall be used only for distinctive instruction in the trades and industries, home economics, and agriculture, in separate schools organized for that purpose, or in separate units or courses organized as departments *or divisions* under a properly qualified head in regular secondary schools; *the funds appropriated for the preparation of teachers by State colleges of agriculture and the mechanic*



*arts shall be used by departments or divisions of education in these colleges in the preparation of teachers to instruct in agriculture, the trades and industries, and home economics; the funds appropriated for instruction in State and Territorial normal schools shall be used only for distinctive studies in agriculture, home economics, and the trades and industries in separate units and courses organized as departments or divisions under a properly qualified head; the funds appropriated for college-extension departments or divisions shall be used only for instruction and demonstrations in agriculture, home economics, and rural affairs, and the funds appropriated for branch stations shall be used only under plans approved by the directors of the State experiment stations of the respective States: Provided, That shorter courses shall be included in the respective secondary schools for persons permanently engaged in or experienced in agricultural, industrial, or home-making vocations; and continuation courses shall be included for persons not necessarily graduated from elementary schools who need opportunities offered by short or night vocational courses in the trades and industries or in home making or in agriculture, and instruction in these subjects may be given in the upper grades of the elementary schools.*

SEC. 6 5. That all States, Territories, and the District of Columbia accepting these funds shall provide other funds with which to pay the cost of providing the necessary lands and buildings, and to pay the cost of all instruction in secondary schools, normal schools, and State colleges of agriculture and mechanic arts in such other and general studies as shall complete well-rounded courses as provided in this Act, the main purposes of which are to give vocational as well as general preparation for agriculture, the trades and industries, and home making, or for the preparation of teachers in these subjects, suited to the needs of the respective sections and communities of the United States; and from and after the fiscal year ending June thirtieth, nineteen hundred and sixteen, there shall in no case be allotted, under the terms of this Act, to any school, college, course of study, or for any other purpose contemplated by this Act, more money than is supplied therefor by the State.

SEC. 7 6. That all printed matter issued from agricultural colleges for the furtherance of extension work as provided for in this Act shall be transmitted in the mails of the United States and dependencies free of charge for postage, under such regulations as the Postmaster General may from time to time prescribe.

SEC. 8 7. That the sums hereby appropriated to the respective States and Territories and the District of Columbia for the maintenance of instruction in agriculture, trades and industries, and home economics, for branch agricultural experiment stations, for the preparation of teachers, and for college extension departments shall be annually paid, one-half on the first day of July of each year and one-half on the first day of January of each year, by the Secretary of the Treasury, upon the requisition of the Secretary of the Interior, out of the Treasury of the United States to the treasurer or other officer duly appointed by the governing boards or departments of the schools, colleges, and experiment branch stations designated by State law to receive the same: *Provided, That in any State there shall be no more than one State governing board or department thus designated for the college-extension-work colleges, agricultural secondary schools, and branch experiment stations, not more than one State board or department for State normal schools, and not more than one State board or department for public secondary schools.*



SEC. 9 8. That if any portion of the money allotted under this Act shall by any action or contingency be diminished or lost or misapplied it shall be replaced by said State, ~~Territory~~, or the District of Columbia, and until so replaced no subsequent appropriation shall be allotted or paid to such State, ~~Territory~~, or the District of Columbia: *Provided*, That no portion of said money shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, or rental of any building or buildings, nor to the purchase or rental of lands.

SEC. 10 9. That it shall be the duty of each institution receiving funds under this Act annually, on or before the first day of February, to make to the governor of the State ~~or Territory~~ or to the Commissioners of the District of Columbia, in which it is located, a full and detailed report of its operations, including a statement of all receipts and expenditures from all sources for these purposes, a copy of which shall be sent to the Secretary of the Interior, a copy to the Secretary of Agriculture, and a copy to the Secretary of Commerce and Labor; and on or before the first day of September in each year to make to the Secretary of the Interior, on blanks provided by him for that purpose, a detailed statement of receipts and expenditures of money under this Act during the preceding fiscal year.

SEC. 11 10. That the Secretary of the Interior, with the assistance of the Secretary of Agriculture and the Secretary of Commerce and Labor, is hereby charged with the proper administration of this law. That he shall annually ascertain whether the institutions receiving the benefits of this Act are using the funds granted them in accordance with the terms of this Act; that on or before the first day of July in each year, after this Act becomes operative, he shall certify to the Secretary of the Treasury as to each State ~~and Territory~~ and the District of Columbia whether it has complied with the provisions of this Act and is entitled to receive its share of the allotments herein provided for colleges, schools, and ~~experiment~~ *branch* stations under this Act, and the amounts which each institution is entitled to receive for the respective purposes named in this Act. If the Secretary of the Interior shall withhold a certificate from any State, ~~Territory~~, or the District of Columbia, for the whole or any part of its allotment, the facts and reasons therefor shall be reported to the President, and the amount involved shall be kept separately in the Treasury as a special fund until the close of the next Congress in order that the State, ~~Territory~~, or the District of Columbia may, if it shall so desire, appeal to Congress from the determination of the Secretary of the Interior. If the next Congress shall not direct such sum to be paid it shall be covered into the Treasury. He shall also make an annual report to Congress on the receipts and expenditures, and on the work of the schools *and colleges* to which allotments are made under this Act, and also whether the appropriation of any State, Territory, or the District of Columbia has been withheld, and if so, the reasons therefor, and he shall make one or more reports to Congress not later than June thirtieth, nineteen hundred and ~~fourteen~~ *fifteen*, concerning the organization of vocational education as provided for in this Act.

SEC. 12 11. That this Act shall take effect immediately on its passage.



Amend title so as to read:

"A bill to cooperate with the States in encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools; in preparing teachers for these vocational courses in State colleges of agriculture and mechanic arts; in maintaining instruction in these vocational subjects in State normal schools; in maintaining extension departments in State colleges of agriculture and the mechanic arts; and to appropriate money and regulate its expenditure."















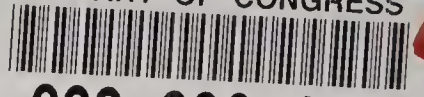








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